

LEARNING EXERCISES
IN
FOOD AND NUTRITION

ROBINSON AND KING

Ruby L. Perkins.

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LEARNING EXERCISES IN FOOD AND NUTRITION

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WITH A FOREWORD BY
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PREFACE

As high school teachers and as trainers of prospective teachers, the writers have felt the need of a textbook in food and nutrition which would furnish learning exercises to meet individual differences in students. Because of individual differences due to environment, home training, previous school training, and variations in ability, modern methods of education are emphasizing quantitative differences in lesson assignments. This is a book of learning exercises in which quantitative differences in work have been emphasized rather than qualitative differences. The book is planned to meet several levels of ability. It is intended for use in the senior high school, but may be adapted to the junior high school by the omission or modification of certain units or parts of units.

Many modifications of the Dalton Plan have been made to meet individual differences in the abilities of students; many of these have been received with interest and enthusiasm. The plan used in this book is such a modification. It provides for individual differences, for the socialization of the recitation, and for home work. The writers have used these exercises in high school classes, with different types of students, and this book is the result of their experiences. This plan of instruction creates greater interest among the students, secures more thorough work in class, and stimulates the carrying over of the activities into the home. A more thorough knowledge of subject matter is gained, greater initiative is shown, higher ideals are attained, and the formation of good habits is better accomplished by its use.

The book is to be placed in the hands of the students. All types of learning exercises are included, and a balance of the different types has been kept in the various units.

The aim of the learning exercises selected has been to furnish the students with the necessary knowledge, skills, ideals, and habits for the performance of such adult activities in the

home as the planning, preparation, and service of meals, buying of food, storing and preservation of food, etc. In the doing of these exercises, much responsibility is given to the student, thus developing initiative. Other general patterns of conduct such as economy and cleanliness may be developed by careful supervision on the part of the teacher in the accomplishment of the exercises.

When needed, references furnishing the necessary information for their accomplishment are listed at the beginning of the exercises. Additional references which offer the student a broader knowledge of the subject are given at the end of each unit. The additional references may be substituted for the references at the beginning of the exercises if desired. All recipes and score cards needed for carrying out the exercises will be found in the appendix.

The authors wish to express grateful acknowledgment to Professor Walter S. Monroe, Director of the Bureau of Educational Research, University of Illinois, for his suggestions and assistance; to Professor Ruth A. Wardall, Head of the Department of Home Economics, University of Illinois; to Adah Hess, State Supervisor of Vocational Home Economics, Springfield, Illinois; to A. Elizabeth Todd, Associate in Home Economics Education, University of Illinois; and to A. Marie Schreiber, Instructor in Home Economics, University of Illinois, for their helpful criticism; to Lora M. Dexheimer, Critic Teacher at Illinois State Normal University for reading and correcting the manuscript; and to Mary Werts Beam for her interpretation of the manuscript.

A. B. R.

F. M. K.

FOREWORD

Although it is seldom explicitly recognized, the immediate cause of poor teaching very frequently is the failure of the teacher to devise and assign appropriate learning exercises. Texts in mathematics furnish many of the needed exercises. In physics, chemistry, and other laboratory sciences most texts include lists of problems, and laboratory manuals provide additional learning exercises. Thus textbooks render a very significant service to teachers by furnishing lists of exercises that may be assigned. It is true that a teacher is expected to devise additional exercises and sometimes she may be able to make helpful substitutions in the lists provided by the text.

Effective adaptation of instruction to individual differences is now generally recognized as essential in attaining the highest levels of efficiency in teaching. An important phase of this adaptation is effected by differentiating the learning exercises so that each student will be assigned those that are compatible with his capacities to learn. Compliance with this procedure increases the teacher's task in devising and selecting learning exercises. Hence a manual that furnishes a differentiated list of exercises should be welcomed by teachers.

In addition to providing each student with exercises compatible with his capacities, the plan of differentiation facilitates quantitative differences in achievement. Since students differ in capacity to learn, it is inevitable that their achievements will also differ unless there is a compensating variation in the time devoted to a given course. As our schools are commonly organized, it is not feasible to make provision for the necessary variations in time. Hence differences in achievement are to be expected, but the teacher should endeavor to control them. Half-learning is inefficient learning but it inevitably results when a student is permitted to leave an exercise before he has mastered it. Although the perform-

ances which may be judged satisfactorily will vary in quality, such variations will be much less under a plan of differentiated assignments than when all students are asked to attempt the same exercises.

The differentiated assignments given in this manual are presented in three groups which represent three levels of difficulty. The easiest group represents the requirements for a grade of "fair" which is intended to represent an average or middle grade. The second group of exercises is to be undertaken when a student has completed the first and represents the requirements for a grade of "good." The most difficult group represents the requirements for a grade of "excellent." Thus the plan provides the student with relatively definite objectives toward which she may direct her efforts. It will also tend to increase the accuracy of the teacher's estimates of achievement.

WALTER S. MONROE

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LEARNING EXERCISES IN FOOD AND NUTRITION

Directions for Using the Exercises

(For the teacher)

This book consists of detailed learning exercises to be performed by the students in a food course. The exercises may be completed in one year or in two years, depending upon the amount of time in the course of study which is devoted to a food course in home economics. The exercises are of three types — those which are to be performed in the laboratory, those which are to be performed in the study of subject matter, and those which are to be performed at home. With the exception of the first, the units are divided into three groups providing for three levels of accomplishment. The exercises under Group *C* are to be performed for the level of accomplishment designated as “*Fair*,” the exercises under Groups *C* and *B* are to be performed for the level of accomplishment designated as “*Good*,” and the exercises under Groups *C*, *B*, and *A* are to be performed for the level of accomplishment designated as “*Excellent*.” Each student should perform the exercises as indicated, and each exercise should be checked by the teacher when it is satisfactorily completed. The exercises performed at home should be reported to the teacher and checked. The teacher should be careful to hold the student to the standards of accomplishment as specified in the general directions for the doing of each unit. Students must do satisfactory work in each exercise; should any work be handed in which is unsatisfactory, it must be repeated until it meets the requirement. It is suggested that the teacher write the date of the completion of the exercise in the place for the check at the left. In addition to this check, it is

advisable for the teacher to keep a class record of the exercises as they are accomplished. (A suggested plan for this is given at the end of these directions.) Some exercises require written answers. It is desirable that the students keep these in a loose-leaf notebook for future reference. Each student should work as rapidly as she is able. However, a definite time limit should be set for the doing of each unit. The time required for the doing of each unit depends upon the ability of the average students; hence, this time must be set by the teacher after she has learned the rate of speed at which the average students progress.

If reports are sent to parents monthly, it will be necessary for the teacher in the doing of these exercises to designate definitely in Groups *C*, *B*, and *A* the exercises to be performed each month for the three levels of accomplishment. The following month other exercises in the same groups should be assigned. For example, in Unit IX, "The Planning, Preparation, and Service of Dinners," the assignment for one month may be Group *C*, Exercises 1 to 29; Group *B*, Exercise 1, two dinners under Exercise 2, one article under Exercise 3, one dish under Exercise 6, and Exercise 9; Group *A*, Exercise 1, one dish under Exercise 2, one dinner under Exercise 3, and Exercise 7. The following months other exercises in the same groups should be definitely assigned.

Recitations and laboratory work are group exercises and should be held when the majority of students in the group have reached the recitation and laboratory exercises. The more rapid workers will have progressed farther, but they should recite and perform the laboratory work with the entire group. The more rapid workers will be able to complete the exercises for the three levels or groups — namely, fair, good, and excellent — by the time the slower ones have completed the exercises in the average and good groups. It will be possible for some members of the class to complete the exercises for all three levels of accomplishment, but not for the majority. Some may fall below the level of "Fair."

The authors have used the exercises in the order given and have found it satisfactory. However, to meet different conditions in various schools and communities, it may be advisable

for the teacher to change the order or to modify some of the exercises, or to substitute new exercises and recipes. It is advisable that the modification and substitution of learning exercises be done in Groups *B* and *A* as Group *C* contains the minimal essentials for the course. For example, a teacher may prefer to teach the unit on budgeting during the first semester instead of the second, or she may wish to take up eggs in the breakfast unit before she takes up beverages. The exercises may also need to be modified to meet the needs and conditions of different communities. For example, the exercises for the Christmas tea or reception may be changed to exercises for a Christmas party if that is the usual custom of the community. More home work may also be required for different types of schools. The book may be adapted for junior high school work by the omission of certain exercises, by substitution of others, and by rearrangement of some of the exercises.

It is recommended that tests be given from time to time and that the students who fail be retaught.

The references given with the exercises furnish all the necessary information for doing the exercises. They are few in number in order that all schools may be able to secure them. However, the additional references as suggested at the end of each unit furnish a broader knowledge of the subject and are recommended for high schools where money to purchase them is available. The additional references may be substituted for the references given with the exercises if desired.

The recipes as given in the appendix are few in number but are sufficient for the doing of all the exercises.

The teacher may use the recipes and score cards that are given in the appendix or she may substitute others if she desires. A space is left for remarks at the end of each recipe where the student may write such information as — principles involved in preparation, cost, number recipe serves, variations of recipe, food value, etc.

SUGGESTED METHOD FOR KEEPING CLASS RECORD

Name of Pupils	Unit I (Exercises)						
	1	2	3	4	5	6	7 etc.

REFERENCES FOR THE DOING OF THE EXERCISES

Required References

- BAILEY, N. BETH, *Meal Planning and Table Service*. The Manual Arts Press, Peoria.
- BAILEY, PEARL L., *Foods, Preparation and Serving*. Webb Publishing Company, Minneapolis.
- FARMER, FANNIE MERRITT, *The Boston Cooking School Cook Book*. Little, Brown and Co.
- MATTHEWS, *Elementary Home Economics*. Little, Brown and Co.
- MONROE AND STRATTON, *Food Buying and Our Markets*. M. Barrows and Co.
- PATTEE, A. F., *Practical Dietetics*, Mount Vernon, N. Y.
- SHERMAN, *Food Products*. The Macmillan Company.
- WELLMAN, *Food Study for High Schools*. Little, Brown and Co.
- WILLARD AND GILLET, *Dietetics for High Schools*. The Macmillan Company.

Bulletins

- "Canning Fruits and Vegetables at Home." U. S. Department of Agriculture, Farmers Bulletin No. 1471.

- "Eggs and Their Value as Food." U. S. Department of Agriculture, Farmers Bulletin No. 471.
- "Fats and Their Economical Use in the Home." U. S. Department of Agriculture, Bulletin No. 469.
- "Food — Why? What? How?" Red Cross, Washington, D. C.
- "Home Baking." U. S. Department of Agriculture, Farmers Bulletin No. 1450.
- "Meat, Its Selection and Preparation." Institute of American Meat Packers, 509 South Wabash Avenue, Chicago, Illinois.
- "School Lunch." U. S. Department of Agriculture, Farmers Bulletin No. 712.
- "Suggestions for Making Jelly, Jam, Butter, and Marmalade." University of Illinois, Bulletin No. 37.
- "The School Lunch." University of Illinois, Bulletin No. 41.
- "The Whipping Quality of Cream." U. S. Department of Agriculture, Bulletin No. 1075.

Additional References

- BAILEY, E. H. S., *Source, Chemistry, and Use of Food Products*. P. Blakiston's Son and Co., Philadelphia.
- CLARK AND QUIGLEY, *Etiquette Junior*. Doubleday, Page and Co.
- DEKRUIF, PAUL, *Microbe Hunters*. Harcourt, Brace and Co.
- DONHAM, *Marketing and Housework Manual*. Little, Brown and Co.
- DONHAM, *Spending the Family Income*. Little, Brown and Co.
- GREER, *School and Home Cooking*. Allyn and Bacon.
- HARRIS AND LACEY, *Everyday Foods*. Houghton Mifflin.
- HAWK, *What We Eat and What Happens to It*. Harper and Brothers.
- MCCOLLUM AND SIMMONDS, *Food, Nutrition and Health*. E. V. McCollum, Baltimore.
- POWELL, *Successful Canning and Preserving*. J. B. Lippincott.
- ROSE, FLORA, *The New Butterick Cook Book*. Butterick Publishing Company.

- ROSE, MARY S., *Feeding the Family*. The Macmillan Company.
- ROSE, MARY S., *The Foundations of Nutrition*. The Macmillan Company.
- STARRETT, *The Charm of Fine Manners*. J. B. Lippincott.
- The Grocer's Answer Book*. The Grocery Trade Publishing House, Chicago.

Bulletins

- "A Guide to Good Meals for the Junior Homemaker." Miscellaneous Circular No. 49.
- "Care of Food in the Home." Farmers Bulletin No. 1374.
- "Cheese and Its Economical Uses in the Diet." Farmers Bulletin No. 487.
- "Commercial Cuts of Meat." Circular No. 300.
- "Convenient Kitchens." Farmers Bulletin No. 1513.
- "Corn and Its Uses as Food." Farmers Bulletin No. 1236.
- "Drying Vegetables and Fruits for Home Use." Circular No. 3.
- "Farm Home Conveniences." Farmers Bulletin No. 927.
- "Food for Young Children." Farmers Bulletin No. 717.
- "Food Values and Body Needs Shown Graphically." Farmers Bulletin No. 1383.
- "Good Proportions in the Diet." Farmers Bulletin No. 1313.
- "Growing Hard Spring Wheat." Farmers Bulletin No. 678.
- "Home-made Fruit Butter." Farmers Bulletin No. 900.
- "How to Grow Rice in the Sacramento Valley." Farmers Bulletin No. 1240.
- "Lamb and Mutton and Their Uses in the Diet." Farmers Bulletin No. 1324.
- "Making and Using Cottage Cheese in the Home." Farmers Bulletin No. 1451.
- "Planning Your Family Expenditures." Miscellaneous Circular No. 68.
- "Production of Clean Milk." Farmers Bulletin No. 602.
- "Rules and Regulations for the Enforcement of the Federal Food and Drugs Act." Circular No. 21.
- "The Culture of Winter Wheat in Eastern United States." Farmers Bulletin No. 596.

"The Well Planned Kitchen." Department Circular No. 189.

"Time-tables for Home Canning of Fruits and Vegetables."
Bureau of Home Economics Miscellaneous Circular
No. 24.

"Varieties of Cheese: Descriptions and Analysis." Bulletin
No. 608.

"Washing and Sterilizing Farm Milk Utensils." Farmers
Bulletin No. 1473.

Note: The above bulletins are published by the United States
Department of Agriculture and may be obtained from
the Superintendent of Public Documents, Washington,
D.C.

General Directions to be Observed in the Doing of Each Unit

(For the student)

This book consists of learning exercises in food and nutrition which you are to do. The number of exercises which you do and the excellence with which you do them will determine the group in which you will be placed. If you do all of the exercises in Group *C* in the manner designated under "Specifications for Requirements for Group *C*," you will be placed in Group *C*. If you desire to be placed in Group *B*, then you must do the exercises under Group *B* in addition to those under Group *C* in the manner designated under "Specifications for Requirements for Group *B*." To be placed in Group *A* requires more work — you must do the exercises as given under Groups *C*, *B*, and *A* in the manner designated under "Specifications for Requirements for Group *A*."

Before beginning the exercises in any one unit, read all of the exercises as given in the three different groups and have a general idea of what is expected of you. Many of the exercises in Groups *B* and *A* are to be done at home, and it is often desirable to begin doing them at home before you have completed all the exercises under Group *C*. Before attempting to formulate an answer to any exercise, carefully read several of the assigned references, then read the exercise and answer it. If necessary, reread the assigned references.

Some of the exercises are to be done as a class but it may

be that you will be ready to do these exercises ahead of the majority of the members of the class. If you are, then work on the exercises in advance. The recipes and score cards which are needed for the doing of these exercises will be found in the appendix.

Your teacher will check the exercises in your book as you complete each one, and she will tell you the date when all exercises must be completed, for you will be given a definite length of time in which to complete each unit.

You should keep in a loose-leaf notebook all of the written answers to the exercises which require them.

Specifications for Requirements for Group C.

1. All the work asked of all of the class, such as laboratory notebooks, written tests, exercises, etc., must be handed to the instructor before any credit is given.
2. This work must be done with reasonable neatness and accuracy. Poorly spelled and illegible work will not be accepted for credit.
3. Good attention and steady employment during class hours are required of all pupils who are given credit for the course.
4. Rules for cleanliness and neatness in doing laboratory work as adopted by the class must be reasonably observed.
5. Pupils must rarely fail to have equipment ready when needed, such as clean aprons, head bands, books, notebooks, pens, pencils, etc.
6. In general, pupils must have clearly in mind what is to be done in laboratory work, plan the work systematically, and proceed with a reasonable amount of speed.
7. Pupils must be willing to coöperate with the members of the class and the instructor in the daily routine of the laboratory and should be thoughtful of others.

Specifications for Requirements for Group B.

- 1, 2, 3, 4, 5, 6, and 7 as previously given.
8. Pupils meeting this requirement must show some in-

itiative in attacking new work; that is, by consulting such aids as a dictionary, indexes, collateral texts, etc., by reviewing what they have already learned, and by paying careful attention to the assignment, they should be able to get the advanced work without much help from the teacher.

9. In every particular, the quality of the work for Group *B* should be superior to the quality of the work for Group *C*.
10. Recitations should be made well without the aid of the teacher.

Specifications for Requirements for Group A.

- 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 as previously given.
11. Persistent daily preparation of assignments with but little urging and with but little help on the part of the teacher.
12. The quantity of work done for Group *A* should exceed that done for Groups *B* and *C*.
13. The pupil should show an interest in her work as to the "why of things." She should have an intellectual curiosity and a scientific attitude of mind.

UNIT I

BECOMING ACQUAINTED WITH THE COURSE AND LABORATORY PROCEDURE

All exercises in this unit are to be done by each member of the class.

Check

Exercise 1

Prepare to discuss in class the following questions:

- a. What does your mother do at home pertaining to food and meal preparation?
- b. What do you need to learn in order that you may do what your mother does in regard to food and meal preparation?

Exercise 2

Listen to a talk by your teacher on the general plan for the year's work in which she has used as a basis the points discussed in Exercise 1.

Exercise 3

- a. Observe the equipment in the desk assigned to you, noting the names of utensils and the convenient order of arrangement as given by your teacher.
- b. Remove all equipment from desks and return to their proper places.

Exercise 4

Acquaint yourself with the general equipment in the laboratory, pantry, dining room, etc., noting the convenient order of arrangement.

Exercise 5

Observe a demonstration given by your teacher on the operation and care of the type of stove used in your laboratory.

Check

Exercise 6 — (Omit this exercise if gas is used in your community.)

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 17-21.

MATTHEWS, *Elementary Home Economics*, pp. 20-22.

WELLMAN, *Food Study for High Schools*, pp. 142-147, 150-155.

- a. Read in the references given concerning stove dampers, drafts, the care of stoves, etc., and discuss.
- b. Kindle the fire in whatever type of stove you have in your laboratory and regulate the heat.
- c. Kindle the fire in the stove you have at home and regulate the heat.

Exercise 7 — (Omit this exercise if gas is not used in your community.)

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 18-19.

MATTHEWS, *Elementary Home Economics*, pp. 18-21.

WELLMAN, *Food Studies for High Schools*, pp. 158-163.

- a. Read in the references given and answer the following questions:
 - (a) What causes the gas stove to "fire back" when lighted? How can this be prevented?
 - (b) What causes the yellow flame? How can it be prevented? What are the disadvantages of it?
 - (c) What happens if the mixer is open too far?
- b. Light the gas burners, ovens, etc.
- c. Regulate the gas burners so that there is no yellow flame or roaring noise.
- d. Regulate the gas stove at home if it needs it.

Check

Exercise 8 **References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 13-21.

MATTHEWS, *Elementary Home Economics*, pp. 11-15, 20-23, 26-35, 40-45.

WELLMAN, *Food Study for High Schools*, pp. 175-183.

- a. Read in two or more of the references given concerning laboratory procedure and formulate codes of cleanliness and orderliness to be observed in the caring for supplies, dishwashing, general cleaning and care of the rooms, care of sinks and garbage, care of stoves, care of refrigerator, etc.
- b. Read in two or more of the references given concerning personal cleanliness and formulate a code to be observed in the handling of food and equipment.

Exercise 9

Clean and arrange your desk equipment and the laboratory, following the codes of cleanliness and orderliness which you have made.

Exercise 10

Wash the dishes at home according to rules you have made and report.

Exercise 11

Observe a demonstration given by your teacher of accurate measuring which you will follow in the classroom and in home work.

Examples:

1 c. flour	$\frac{1}{2}$ T. flour
1 c. liquid	$\frac{1}{4}$ T. flour
1 T. flour	$\frac{1}{3}$ t. flour

Exercise 12

Observe a demonstration given by your teacher of

* This may be done by committees appointed by the teacher and given to the class.

Check

accurate weighing and the care of household scales which you will follow in classroom and in home work.

Exercise 13

Define the following terms:

boiling point, scalding, simmering, lukewarm, Fahrenheit, Centigrade, thermostat, spatula, Dover egg beater, ramekin, double boiler, asbestos mat, fireless cooker, pressure cooker, steamer, casserole.

Exercise 14

Memorize the following:

a. Abbreviations.

c. = cup	gal. = gallon
t. = teaspoon	oz. = ounce
T. = tablespoon	lb. = pound
f. g. = few grains	min. = minute
pt. = pint	hr. = hour
qt. = quart	B. P. = Baking Powder

b. Measurements. (All measurements are level.)

3 t. = 1 T.	2 c. sugar = 1 lb.
16 T. = 1 c.	4 c. flour = 1 lb.
2 c. = 1 pt.	2 c. butter = 1 lb.
2 pt. = 1 qt.	9 eggs (approx.) = 1 lb.
4 qt. = 1 gal.	4 apples (medium) = 1 lb.
8 qt. = 1 peck (dry)	4 potatoes (medium) = 1 lb.
16 oz. = 1 lb.	3 bananas (approx.) = 1 lb.
	4 tomatoes (medium) = 1 lb.
	50-60 prunes = 1 lb.

(Add to this list as class work proceeds.)

Additional References

FARMER, *The Boston Cooking School Cook Book.*

GREER, *School and Home Cooking.*

The Grocer's Answer Book.

Bulletin. "Care of Food in the Home." Farmers Bulletin No. 1374, U. S. Department of Agriculture.

UNIT II

WHY WE PRESERVE FOODS. SOME EXPERIENCE IN THE PRESERVATION OF FOODS

Check

Group C. Requirements for "Fair."

Exercise 1

Prepare to discuss the following questions:

- a. Have you ever canned or helped your mother can any fruits and vegetables? If so, list the kinds and approximate amount of each.
- b. Have you ever made jelly, preserves, or pickles or helped your mother do it?
- c. List the kinds of vegetables and fruits your mother cans and the approximate number of quarts of each.
- d. What kind of preserves, jellies, and pickles does your mother make? How much of each?
- e. Does your mother buy any of her canned goods? If so, what?
- f. If your mother does can, do you grow on your place the things canned?
- g. Why does your mother can fruits and vegetables?
- h. What fruits and vegetables are available now for canning? Give the cost of each.
- i. Does your mother have any canned vegetables, fruits, preserves, jellies, or pickles left from one year to another? If so, how much?

Exercise 2

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 241-246.

MATTHEWS, *Elementary Home Economics*, pp. 257-258.

WELLMAN, *Food Study for High Schools*, pp. 14-19, 22-27, 41-47.

Check

Bulletin. U. S. Department of Agriculture Bulletin No. 1471, "Canning Fruits and Vegetables at Home."

Read in two or more of the references given concerning food preservation and recite upon the following questions:

- a. What three things cause food to spoil?
- b. What are microorganisms?
- c. How do spores differ from bacteria in their resistance to low and high temperatures?
- d. What conditions are necessary for microorganisms to grow and thrive?
- e. Give four general ways of retarding the growth of microorganisms.
- f. What should be the conditions of fruits and vegetables for canning?
- g. How can one tell when canned food has spoiled?
- h. Are all microorganisms harmful? Explain.
- i. Define the following terms: decomposition, putrefaction, sterilization, preservatives, ingredients, extraction, pulp, contaminate, colander.

Exercise 3

Solve the following problems by applying the knowledge which you have acquired, and write the answers:

- a. Why do dried prunes and dried beans not spoil?
- b. Why does jelly not have to be sealed air-tight?
- c. What causes bread to mold?
- d. Why does bacon keep?
- e. Why can pickles be kept in jars without sealing?
- f. Why will eggs keep in water glass?
- g. Why will canned peaches keep indefinitely?
- h. Why will fresh fruits and vegetables keep longer if stored in a refrigerator?
- i. Compare the preservation of food kept in cold storage with food kept in a refrigerator.
- j. List the principles of preservation.
- k. What will determine the desirable amounts of fruits and vegetables to can, jelly to make, etc., for your family?

Check

- l. What will determine the size of cans to use when you can fruits and vegetables for your family?
- m. Give reasons for and against home canning of fruits and vegetables, making jelly, pickles, etc.

Exercise 4*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 244-255, 257-262.

MATTHEWS, *Elementary Home Economics*, pp. 260-267.

WELLMAN, *Food Study for High Schools*, pp. 12-14, 20-22.

Bulletin. U. S. Department of Agriculture Bulletin No. 1471, "Canning Fruits and Vegetables at Home."

Read in two or more references given concerning the following topics and recite upon them:

- a. Two methods used in canning fruits and vegetables — the advantages and disadvantages of each.
- b. The buying of fruits and vegetables for canning and factors affecting the price.
- c. Preparation of fruits and vegetables for canning.
- d. Desirable characteristics of canned fruits and vegetables and how they may be obtained.

Exercise 5

Go to your local market, accompanied by your teacher, and note available fruits and vegetables and their prices.

Select desirable ones for canning.

Exercise 6

Observe a demonstration given by your teacher on the handling and sterilization of canning equipment and follow procedure in classroom and home work.

Exercise 7

Read the directions for canning tomatoes and peaches by the open-kettle method and can one quart of each. (See appendix for recipes.)

Check

Exercise 8

Read the directions for canning beans by the hot-pack method and can one quart. (See appendix for recipes.)

Exercise 9*References.*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 272-281.

MATTHEWS, *Elementary Home Economics*, pp. 268-271.

WELLMAN, *Food Study for High Schools*, pp. 29-40.

University of Illinois Bulletin No. 37. "Suggestions for Making Jelly, Jam, Butter, and Marmalade."

a. Read in two or more references given concerning the making of jelly and write answers to the following questions:

- (a) What is necessary in fruit to make jelly?
- (b) What are the desirable characteristics of fruit for jelly making?
- (c) How may you determine if pectin is present in fruit juice?
- (d) How may you determine if acid is present in fruit juice?
- (e) If the fruit juice lacks pectin, how may it be supplied?
- (f) If the fruit juice lacks acid, how may it be supplied?
- (g) List five fruits which lack pectin and five which are rich in pectin.
- (h) What determines the proportion of sugar to juice in making jelly?
- (i) How does the amount of sugar used affect the jelly?
- (j) What is meant by "second extraction" and "third extraction" jelly?
- (k) Give four reasons why jelly may not jell.
- (l) What are the desirable characteristics of jelly and how may they be obtained?
- (m) Suggest methods for having fresh jelly made during the winter.

Check

- (n) Suggest ways of using the pulp left over from making jelly.
- b. Read the alcohol and epsom salt tests for pectin as given in the appendix and test apple juice for pectin.
- c. Discuss the principles of jelly making.

Exercise 10

Read the directions for making apple jelly and make one glass of this jelly. (See appendix for recipe.)

Exercise 11

Formulate a recipe, with your teacher's aid, for the making of apple butter, using pulp left over from jelly and make apple butter according to recipe formulated.

Exercise 12

- a. Read recipes in cook books for pickles and list the various fruits, vegetables, spices, and other preservatives used.
- b. Discuss the desirable characteristics of pickles and the principles involved in the making.

Exercise 13

Read the directions for making peach pickle and make one pint of them. (See appendix for recipe.)

Exercise 14

- a. Score one can respectively of tomatoes, peaches, beans, and peach pickles made in the class, using score card in appendix.
- b. Score one glass of jelly and one jar of apple butter, using score card in appendix.

Group B. Requirements for "Good."**Exercise 1**

Can two quarts of some fruit or vegetables at home and report to your teacher.

Exercise 2

Make three glasses of jelly at home, using Certo, following the directions as given on the Certo bottle.

*Check***Exercise 3**

Give a report to the class of three commonly used spices — what they are, where they grow, their use, etc.

*Group A. Requirements for "Excellent."***Exercise 1**

Make a detailed outline of the preservation of food.

Exercise 2

Bring to class articles, pictures, etc., from current magazines or papers pertaining to one of the following topics:

Methods of canning

Brands of canned goods put out by different companies

Standards for finished product

Canning equipment.

Exercise 3

Visit local stores and write a report on the various types of cans used in home canning which are available.

Exercise 4

Prepare at home in addition to the exercises under "Requirements for Good," one of the following:

a. Two quarts of fruit.

b. Two quarts of vegetables.

c. One quart of pickles.

d. Four glasses of jelly.

e. One quart of marmalade or fruit butter.

Additional References

DONHAM, *Marketing and Housework Manual*.

FARMER, *The Boston Cooking School Cook Book*.

GREER, *School and Home Cooking*.

HARRIS AND LACEY, *Everyday Foods*.

MONROE AND STRATTON, *Food Buying and Our Markets*.

POWELL, *Successful Canning and Preserving*.

SHERMAN, *Food Products*.

Bulletins

- "Drying Vegetables and Fruits for Home Use." U. S. Department of Agriculture Circular No. 3.
- "Home-made Fruit Butters." Farmers Bulletin No. 900, U. S. Department of Agriculture.
- "Time-tables for Home Canning of Fruits and Vegetables." Miscellaneous Circular No. 24, U. S. Department of Agriculture.

UNIT III

THE BODY'S NEED FOR FOOD AND THE ACQUIRING OF GOOD FOOD HABITS

Check

Group C. Requirements for "Fair."

Exercise 1

Write answers to the following questions:

- a. What are the names and ages of your brothers and sisters who live at home?
- b. How many adults are there in your family?
- c. Do all of the members in your family eat the same diet? If not, why not?
- d. Are you or any of the members of your family troubled with constipation or pimples? If so, what is done to remedy the difficulty?
- e. Are all the members of your family in good health?
- f. What is your height, weight, and age?
- g. What is your father's occupation?
- h. Does your mother do all her own housework?
- i. What do you do to help your mother?
- j. How much exercise do you take per week?

Exercise 2

Score your diet for one day, using the Food Selection Score Card. (See appendix for score card.)

Exercise 3

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 91-92.

MATTHEWS, *Elementary Home Economics*, pp. 49-57.

WELLMAN, *Food Study for High Schools*, pp. 1-3.

WILLARD AND GILLET, *Dietetics for High Schools*, pp. 1-8.

Check

Bulletin. Red Cross Bulletin. "Food. Why? What? How?" pp. 6-10.

Read in two or more references given concerning food for health and write answers to the following:

- a. List seven factors necessary for health.
- b. Why is good health essential for each of us?
- c. List four reasons why the body needs food.
- d. Does normal weight insure health? Explain your answer.
- e. What should you weigh according to a weight chart?

Exercise 4

- a. Observe an individual weight chart, as given in the appendix, and make one for yourself to be kept for eight months.
- b. Weigh yourself and record weight on chart at the end of each month.

Exercise 5

References:

BAILEY, N. BETH, *Meal Planning and Table Service*, pp. 65-91.

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 91-99.

MATTHEWS, *Elementary Home Economics*, pp. 49-54.

WELLMAN, *Food Study for High Schools*, pp. 52, 85-91, 94-98, 215, 219, 248, 292-297, 425-428.

WILLARD AND GILLET, *Dietetics for High Schools*, pp. 44-74.

Bulletin. Red Cross Bulletin. "Food. Why? What? How?" pp. 11-16, 21-25.

Read in two or more references given concerning the food principles or foodstuffs and recite upon the following:

- a. Name the food principles or foodstuffs.
- b. Name some of the more common forms of carbohydrates.
- c. Name some of the more common forms of protein.

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- d. Name ten common sources of carbohydrates, of protein, of fat, of mineral matter.
- e. Give the chief foodstuffs or principles in the following foods:

Cream of wheat	Wesson oil
Porterhouse steak	Tomatoes
Celery	Spinach
Eggs	Bacon
Cheese	Sweet potatoes
Tapioca pudding	Jelly
Chicken	Grapefruit
Peanuts	Oysters

- f. Name the foods which you ate for yesterday's dinner and give the principal foodstuffs of each. Which foodstuff did you have in the largest amount and which one in the least?

- g. Are the following combinations appropriate from the standpoint of foodstuffs? If so, why?

Bread and butter
 Potatoes and meat
 Macaroni and tomatoes
 Apple pie and cheese
 Roast pork and apple sauce

Exercise 6

Discuss the following menus from the standpoint of foodstuffs.

- a. Roast pork
 Mashed potatoes Glazed sweet potatoes
 Corn in milk
 Rolls Butter
 Banana salad Wafers
 Pumpkin pie and whipped cream
 Coffee

- b. Roast pork Apple sauce
 Baked potatoes Combination vegetable salad
 Rolls Butter
 Prune whip with soft custard
 Sugar cookies

Check

- c. Group together the related words in the following list:

carbohydrate, protein, mineral matter, ash, calcium, cellulose, albumin, gluten, casein, starch, iron, phosphorus, sugar, pectin.

Exercise 7

References same as in Exercise 5.

Read in two or more references given concerning the function of foodstuffs and write answers to the following:

- a. What are the four uses of food in the body?
- b. What is the use of each one of the foodstuffs?
- c. Why is cellulose desirable in the diet?
- d. Are all proteins of equal food value? Explain.
- e. Classify the foods listed in Exercise 5, *e*, according to their uses in the body.
- f. Classify the foods given in Exercise 6, *a*, according to their uses in the body.

Exercise 8

References same as in Exercise 5.

Read in two or more references given concerning mineral matter and vitamins and recite upon the following:

- a. What two things are of great importance in the diet aside from calories? Why?
- b. Why are phosphorus, calcium, iron, and iodine especially essential in the diet?
- c. Name ten foods rich in phosphorus, calcium, and iron.
- d. Name the minerals found in the greatest abundance in the following foods:

cheese	raisins
string beans	oranges
lean beef	spinach
potatoes	lettuce
eggs	molasses
milk	strawberries
oysters	sea fish

Check

- e. What classes of foods are especially rich in iron, calcium, phosphorus, and iodine?
- f. Plan a diet for a day for a person who lacks iron or is anæmic.
- g. What are vitamins?
- h. Why are they necessary for health?
- i. What classes of foods are especially rich in vitamins?
- j. List ten foods rich in vitamins.
- k. What precautions should be taken in the preparation and serving of food to retain the vitamins?
- l. What is meant by the food value of food?
- m. How does food value differ from fuel value?

Exercise 9*References:*

BAILEY, PEARL, *Food, Preparation and Serving*, pp. 42-43, 54, 200.

PATTEE, *Practical Dietetics*, pp. 28-46.

WELLMAN, *Food Study for High Schools*, pp. 90, 426.

WILLARD AND GILLET, *Dietetics for High Schools*, pp. 7-11.

Read in references given concerning digestion and recite upon the following:

- a. Name the organs of digestion.
- b. What takes place in each of the organs of digestion?
- c. What are enzymes? Where are they found? What is their use?
- d. Give five ways in which you can aid digestion.
- e. What is meant by absorption of food? Where does it take place? In what form must food be to be absorbed?
- f. What happens to the food after absorption? What happens to food which is not absorbed?
- g. Name four ways in which waste products are excreted from the body.
- h. What may be the result of improper excretion?

Check

- i. Name three things which aid the body in the elimination of waste material.
- j. Discuss the value of water in the diet.
- k. Trace the digestion of a piece of bread and butter and of roast beef.

Exercise 10

Make a complete outline of digestion, using the form given below.

Organ of Digestion	Digestive Juice	Enzymes	Foodstuffs acted upon

Exercise 11*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 367-378, 390-400.

MATTHEWS, *Elementary Home Economics*, pp. 254-257.

WELLMAN, *Food Study for High Schools*, pp. 235-242.

WILLARD AND GILLET, *Dietetics for High School*, pp. 15-43.

Bulletin. Red Cross Bulletin. "Food. Why? What? How?" pp. 16-33.

Read in two or more references given concerning calories and write answers to the following:

- a. What is meant by the fuel value of foods and how is it measured?
- b. What foodstuffs do we measure by calories?
- c. Compare the foodstuffs as to the number of calories furnished by each.
- d. Approximately how many calories are furnished by:
 - 1 orange
 - 1 slice of white bread
 - 1 glass of milk

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- 1 apple
- 1 egg
- 1 baked potato
- 1 pat of butter
- 1 serving of oatmeal
- 1 shredded wheat biscuit
- 1 tablespoon of sugar
- 1 serving of lettuce
- 1 serving of cabbage
- 1 serving of celery
- 1 sweet potato

- e. List ten other commonly used foods and give approximate number of calories per serving.
- f. List eight factors which influence the number of calories needed by an individual.
- g. Estimate for one day the approximate number of calories in your diet.
- h. According to your age and size, state the number of calories you need a day.
- i. How may you increase or decrease the number of calories you estimated in "g"?
- j. Approximately how many calories are needed a day by the following people: a school teacher; a bus driver; a ditch digger; a lumber man; an ice man; a farmer.
- k. Does mental work increase the number of calories needed? Give the reason for your answer.
- l. How many calories are needed when one sleeps and for what purpose?
- m. Does the amount of clothing you wear affect the number of calories needed? Give the reason for your answer.
- n. Who needs the more calories, your mother or your grandmother? Why?
- o. Who needs the more calories, you or I? Why?

Exercise 12

Plan an adequate diet for yourself for one day and tell why you have chosen each food.

*Check***Exercise 13**

Include in your diet for two days food which will make a score of 85 according to the Food Selection Score Card as given in the appendix. Hand in a list of the foods eaten.

*Group B. Requirements for "Good."***Exercise 1**

Score your meals for a week, making an average of 90. Hand in a list of foods eaten.

Exercise 2

Write several paragraphs on vitamins, with books closed, after having read extensively on the subject.

Exercise 3

Write several paragraphs on an adequate diet for your family.

*Group A. Requirements for "Excellent."***Exercise 1**

Bring to class articles from current literature or additional references pertaining to one of the following topics:

The use of vegetables and fruits in the diet

Vitamins

Mineral matter needed by the body

Digestion

Exercise 2

Report the diet of a child, six years old or younger, for two days and discuss the good and poor points in the child's diet. Tell how to improve the diet if improvement is needed.

Additional References

GREER, *School and Home Cooking.*

HARRIS AND LACEY, *Everyday Foods.*

HAWK, *What We Eat and What Happens to It.*

MCCOLLUM AND SIMMONDS, *Food, Nutrition and Health.*

ROSE, MARY S., *Feeding the Family*.

ROSE, MARY S., *The Foundation of Nutrition*.

Bulletins

"A Guide to Good Meals." Miscellaneous Circular No. 49,
U. S. Department of Agriculture.

"Food for Young Children." Farmers Bulletin No. 717, U. S.
Department of Agriculture.

"Food Values and Body Needs." Farmers Bulletin No. 1383,
U. S. Department of Agriculture.

"Good Proportions in the Diet." Farmers Bulletin No. 1313,
U. S. Department of Agriculture.

UNIT IV

COURTESY AT MEALS

Check

Group C. Requirements for "Fair."

Exercise 1

References:

BAILEY, N. BETH, *Meal Planning and Table Service*, pp. 18-27.

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 225-232.

MATTHEWS, *Elementary Home Economics*, pp. 74-75.

WELLMAN, *Food Study for High Schools*, pp. 133-139.

- a. Read topics in two or more references given pertaining to courtesy at the table.
- b. Observe pictures and illustrations of table etiquette in several references given.
- c. Prepare to recite on the following topics:
 - (a) The reasons for table etiquette.
 - (b) Things to be observed in table etiquette.
 - (c) The duties of the host and hostess.
 - (d) The behavior of the children of the family.
 - (e) Seating arrangement at the table.
 - (f) Conversation at the table.

Exercise 2

Observe a demonstration given by a member of the class on table etiquette and reproduce the demonstration in groups of two, checking each other.

Exercise 3

References:

BAILEY, N. BETH, *Meal Planning and Table Service*, pp. 39-64.

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 103-109.

MATTHEWS, *Elementary Home Economics*, pp. 126-132.

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WELLMAN, *Food Study for High Schools*, pp. 102-107, 310-314.

Read in two or more references given pertaining to various methods of table service and observe charts, pictures, etc., which show table service, and recite upon the following topics:

- a. The reasons for the order of arrangement in table setting.
- b. Appropriate table decorations.
- c. Dishes and silver appropriate for different meals.
- d. Table service with and without a maid.
- e. Ways in which children may help with the table service.
- f. Informal and formal service.

Exercise 4

Observe demonstrations given by members of the class on various types of table service and practice these in groups of four.

Exercise 5

Prepare to discuss the following topics:

- a. Several ways of meeting the situation if coffee is spilled at the table.
- b. What to do if one of the guests fails to arrive on time.
- c. How long ahead of the time set for the meal should a guest arrive?
- d. Unusual experiences pertaining to table etiquette and service which you have had and how you have met them. Suggest other ways that the situation may have been met.
- e. If you are invited as a dinner guest, what is your social obligation?

Exercise 6

List the points of table etiquette which you have been in the habit of violating and practice daily at home the rules of polite behavior, having some member of your

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family check you on the mistakes which you are in the habit of making. Report.

Group B. Requirements for "Good."

Exercise 1

Write a short paper describing the type of table service practical for daily use in your home. State the reasons for selecting the method you have chosen.

Exercise 2

Carry out the above plan of table service at home with the coöperation of your mother and report on the workability of it.

Exercise 3

Bring to class pictures from current literature or additional references pertaining to table decorations and table setting.

Group A. Requirements for "Excellent."

Exercise 1

Report to the class on a reading from current literature or additional references pertaining to table etiquette or table service.

Exercise 2

Serve one dinner at home, performing the duties of the maid.

Exercise 3

Plan a formal dinner and write a report of the method of serving.

Exercise 4

Define the following terms:

table d'hôte, à la carte, café noir, entrées, cocktail, demi-tasse, American plan of service, European plan of service, consommé, bouillon.

Additional References

CLARK AND QUIGLEY, *Etiquette Junior*.

GREER, *School and Home Cooking*.

HARRIS AND LACEY, *Everyday Foods*.

MATTHEWS, *Elementary Home Economics*.

STARRETT, *The Charm of Fine Manners*.

UNIT V

THE PLANNING, PREPARATION, AND SERVICE OF BREAKFASTS, WITH EMPHASIS UPON THE TYP- ICAL FOODS SERVED FOR BREAKFASTS

Check

Group C. Requirements for "Fair."

Exercise 1

Prepare to discuss the following questions:

- a. What foods do you commonly eat for breakfast?
- b. How much time do you think should be allowed for eating breakfast? Do you allow this much time for your breakfast?
- c. Do you need a heavy, medium, or light breakfast? Give reasons for your answer.
- d. Do all the members of your family eat breakfast together?
- e. Do all the members of your family eat the same food for breakfast?
- f. Are you in the habit of eating between breakfast and lunch?
- g. Do you drink water at breakfast or before? Do you drink a beverage or milk for breakfast?
- h. What fruits do you eat for breakfast in the summer? In the winter?
- i. What cereals does your mother commonly serve for breakfast?

Exercise 2

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 25-35.

MATTHEWS, *Elementary Home Economics*, pp. 76-79.

SHERMAN, *Food Products*, pp. 329-334, 343-354.

WELLMAN, *Food Study for High Schools*, pp. 4-11.

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Read in two or more references given concerning fruits and recite upon the following topics:

- a. The fresh and dried fruits which may be obtained at your grocery store — their cost, points considered in selecting them which indicate quality, and from where they are obtained.
- b. General methods used in preparing fresh and dried fruits for breakfast.
- c. Ways of preparing and serving fresh fruits such as pears, bananas, oranges, peaches, grapefruit, berries, etc.
- d. General directions for buying fresh and dried fruits.
- e. Reasons for including fruit in a breakfast menu.
- f. Attractive ways of serving cooked fruit for breakfast.
- g. The method of keeping fruit whole when cooking.
- h. Standards for good toast.

Exercise 3

Make a working plan, prepare and serve the following breakfast for one person:

Orange	
Toast	Butter
Jelly	(Made in class)
Milk	

Exercise 4

Use the "Score Card for Meals" as given in the appendix and score the breakfast served.

Exercise 5

Study breakfast menus furnished you by your teacher and write upon the following points:

- a. Approximate cost.
- b. Amount of time needed for preparation.
- c. Food value.
- d. Season for which it is best suited.
- e. Type of person for whom it is best suited.
- f. Ways of serving.

*Check***Exercise 6**

Plan breakfast menus for a week for your family to be served in the summer time; do the same for winter months.

Exercise 7

- a. Read directions and prepare a baked apple for breakfast.
- b. Prepare to discuss the following points:
 - (a) Standards for a good baked apple.
 - (b) Variations of recipe.
 - (c) Apples suitable for baking.
 - (d) Value of apples in the diet.

Exercise 8*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 36-39.

MATTHEWS, *Elementary Home Economics*, pp. 92-94.

WELLMAN, *Food Study for High Schools*, pp. 76-81, 357.

- a. Read two or more of the references given and prepare an outline including the main points under cereals.
- b. Recite in detail upon the outline prepared.
- c. Discuss the principles involved in the cooking of cereals.

Exercise 9

- a. Read directions for preparing coarse and fine grained cereals and discuss the following points:
 - (a) General methods of preparation.
 - (b) Standards for a good cooked cereal.
 - (c) Amount of liquid necessary.
 - (d) Variation of recipe.
- b. Prepare various coarse and fine grained cereals. (See appendix for table.)
- c. Discuss:
 - (a) Finished product.
 - (b) Amount of bulk before and after cooking.
 - (c) Food value of different breakfast cereals.

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Exercise 10

Make a working plan, prepare and serve the following breakfast for one person.

Prunes
Cooked cereal
Toast

Exercise 11

Score your breakfast, using score card as in Exercise 4.

Exercise 12

- a. Observe demonstrations given by teacher with the assistance of students on the preparation of:
 - (a) Plain muffins beaten for a *very short* time and for five minutes.
 - (b) Grapefruit for breakfast.
- b. Discuss the following points:
 - (a) Characteristics of a good muffin.
 - (b) Best method of mixing muffins.
 - (c) Variation of plain muffin recipe.
 - (d) Reason for baking muffins in a hot oven.
 - (e) Food value of muffins.
 - (f) Digestibility of muffins.

Exercise 13

Make a working plan, prepare and serve the following breakfast:

Grapefruit
Ready-to-serve cereal
Muffins
Jelly
Milk

Exercise 14

Score the above breakfast, using the score card as in Exercise 4.

Exercise 15

- a. Prepare to discuss the characteristics of good pancakes and waffles and how these characteristics may be obtained.

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- b. Read directions and make pancakes, waffles, and syrup. (See appendix for recipes.)
- c. Discuss finished product.

Exercise 16*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 78-82, 228, 420.

MATTHEWS, *Elementary Home Economics*, pp. 64-70.

WELLMAN, *Food Study for High Schools*, pp. 111-114, 117-121.

Read in references given concerning coffee and write upon the following topics:

- a. The source of most of our coffee.
- b. The differences in grades of coffee.
- c. Points to be considered when buying coffee.
- d. The active principles of coffee and their effects.
- e. Various ways of preparing coffee, giving reasons for the method used.
- f. Care of coffee pot.
- g. Brands and prices obtainable at a grocery store.
- h. Characteristics of a good cup of coffee.

Exercise 17

References same as in Exercise 16.

Prepare for recitation the same points for tea as considered for coffee.

Exercise 18

Observe demonstrations given by teacher with assistance of students on the preparation of:

- a. Coffee
 - (a) Percolated
 - (b) Boiled
- b. Tea.

Formulate a method for making iced tea.

Exercise 19*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 76-77.

Check

MATTHEWS, *Elementary Home Economics*, pp. 69-70.

WELLMAN, *Food Study for High Schools*, pp. 124-126.

- a. Read the references given and prepare an outline including the main points under chocolate and cocoa.
- b. Recite in detail upon outline prepared.

Exercise 20

- a. Read directions and make a cup of cocoa or chocolate. (See appendix for recipes).
- b. Compare the cocoa and chocolate made by the class and determine the desirable characteristics for a good cup of each.
- c. Compare cocoa and chocolate with coffee and tea.

Exercise 21

- a. Observe a demonstration given by the teacher on the making of baking-powder biscuits.
- b. Discuss the following points:
 - (a) What are the characteristics of a good baking-powder biscuit and how may these be obtained?
 - (b) How may the recipe be varied?
 - (c) Compare baking-powder biscuits with muffins and pancakes as to:
 - Amount of flour and liquid used
 - Food value
 - Cost
 - Ease of preparation
 - Temperature of baking
- c. Make baking-powder biscuits.
- d. Compare and criticize biscuits made.

Exercise 22

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 48-58.

MATTHEWS, *Elementary Home Economics*, pp. 106-110.

WELLMAN, *Food Study for High Schools*, pp. 70-75, 355.

Bulletin. "Eggs and Their Value as Food." Farmers

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Bulletin No. 471, U. S. Department of Agriculture.

Read in two or more references given and recite upon the following:

- a. Value of eggs in the diet.
- b. Composition of eggs.
- c. Test for freshness.
- d. Why eggs spoil.
- e. Ways of preserving.
- f. Ways of preparing eggs for breakfast.
- g. Digestibility of eggs and bacon.
- h. Characteristics of bacon which denote quality.
- i. Points to be considered when buying eggs and bacon.

Exercise 23

Observe demonstrations performed by members of the class on the preparation of soft-cooked eggs, hard-cooked eggs, hard-boiled eggs, poached eggs, fried eggs, foamy omelet, scrambled eggs, cooking of bacon.

Exercise 24

Write a few paragraphs on the preparation of eggs and bacon, enumerating:

- a. Principles involved.
- b. Characteristics of well-cooked eggs and bacon.

Exercise 25

Make a working plan, prepare and serve the following breakfast for one person.

Canned fruit.
Eggs and bacon
Baking-powder biscuit

Exercise 26

Figure the cost per serving. Score the above breakfast, using the score card as in Exercise 4.

Exercise 27

Make a working plan, prepare and serve the following breakfast at which guests are to be present. One mem-

Check

ber of the class will act as hostess and the breakfast will be planned and served without the aid of the instructor.

Cooked fruit
Cooked cereal
Hot bread
Eggs and bacon
Beverage

Exercise 28

Score the above breakfast, using the score card as in Exercise 4. Discuss what you think should be done differently if the breakfast were to be served again.

Exercise 29

Assist your mother in preparing two or more breakfasts. Hand in a written report, stating the menu, telling what you did, and the length of time spent.

Exercise 30

Define the following terms:

cellulose, bran, whole wheat, steeping, percolate, milling, batter, dough, sautéing, tannin, caffeine, theobromin, volatile oils, broiled.

*Group B. Requirements for "Good."***Exercise 1**

Bring to class newspaper or magazine articles on one of the following subjects:

Beverages
Fruits
Cereals
Hot breads
Eggs
Bacon

Exercise 2

Assist your mother in preparing breakfast for a week. Hand in a written report telling what you did, stating the menu and length of time spent.

*Check***Exercise 3**

Prepare at home two of the following and report:

Certo jelly
Muffins
Baking Powder biscuits
Beverage
Eggs

Group A. Requirements for "Excellent."

Exercise 1

Give an oral report on one of the following subjects:

Table linens
Silverware
China and glass
Labor-saving devices for the kitchen
Cooking utensils

Exercise 2

Prepare and serve a breakfast without the assistance of any one. Score this breakfast, using the score card as in Exercise 4.

Exercise 3

Include in your diet for five days food which will make an average score of 85 according to "Food Selection Score Card," as given in the appendix.

Additional References

BAILEY, E. H. S., *Source, Chemistry and Use of Food Products.*
DONHAM, S. AGNES, *Marketing and House Work Manual.*
FARMER, *The Boston Cooking School Cook Book.*
GREER, *School and Home Cooking.*
HARRIS AND LACEY, *Everyday Foods.*
MONROE AND STRATTON, *Food Buying and Our Markets.*

Bulletins

"Convenient Kitchens." Farmers Bulletin No. 1513, U. S. Department of Agriculture.

"Corn and Its Uses as Food." Farmers Bulletin No. 1236,
U. S. Department of Agriculture.

"How to Grow Rice in the Sacramento Valley." Farmers
Bulletin No. 1240, U. S. Department of Agriculture.

UNIT VI

FOODS WHICH WE SERVE AT HOLIDAY TIME

Check

Group C. Requirements for "Fair."

Exercise 1

- a. Read in different magazines, papers, cookbooks, etc., menus for Thanksgiving dinners and discuss.
- b. Plan a Thanksgiving dinner which could be served in your home.

Exercise 2

- a. Read directions for making cranberry jelly and cranberry sauce and make one or the other. (Half the class make jelly and the other half make sauce.)
- b. Prepare to discuss:
 - (a) Desirable characteristics of a good finished product.
 - (b) Variations of recipes.
 - (c) Other ways of serving cranberries.
 - (d) Comparison of cranberry and apple jelly.
 - (e) Desirable qualities to consider when buying cranberries.

Exercise 3

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 439-442.

MATTHEWS, *Elementary Home Economics*, pp. 238-241.

WELLMAN, *Food Study for High Schools*, pp. 334-341.

Read in references given concerning oysters and prepare to discuss the following topics:

- a. The source and value of oysters in the diet.
- b. The food laws concerning oyster beds.
- c. Season for oysters.
- d. Dangers of contamination.

Check

Exercise 4

- a. Read directions for making oyster stew, scalloped oysters, and oyster cocktail, and discuss:
 - (a) Desirable characteristics of a finished product.
 - (b) Variation of recipes.
 - (c) Other ways of serving oysters.
- b. Prepare oysters in various ways as suggested.

Exercise 5

Read directions for making fruit cake and make one. (Two double laboratory periods required — may be done as a class problem.)

Exercise 6

Prepare to discuss:

- a. Precautions used in the baking of a fruit cake.
- b. Desirable characteristics of a good finished product.
- c. Length of time and ways of keeping.
- d. Variation of recipe.
- e. Weight before and after baking.
- f. Ways of serving.
- g. Food value.
- h. Cost of fruit cake per pound.

Exercise 7

BAILEY, N. BETH, *Meal Planning and Table Service*, pp. 105-114.

MATTHEWS, *Elementary Home Economics*, "The Hostess and Her Duties," pp. 71-76.

WELLMAN, *Food Study for High Schools*, "Receptions and Teas," pp. 184-186.

Read in two or more references given concerning teas and parties, and discuss the following topics:

- a. Method of writing invitations for teas, receptions, etc.
- b. Etiquette for teas, receptions, etc.
- c. Ways of serving at teas, receptions, etc.

Check

Exercise 8

Examine menus in books and magazines for teas, parties, and receptions and plan a menu for a Christmas tea to be served to the faculty and parents.

Exercise 9*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 85-88.

MATTHEWS, *Elementary Home Economics*, pp. 271-275.

WELLMAN, *Food Study for High Schools*, pp. 206-210.

Read in references given concerning the sources, kinds, food value, and manufacture of sugar and recite upon these topics.

Exercise 10

Define the following terms: lactose, dextrin, glucose, crystallization, caramelize, thread test, hard ball test, molasses, sorghum, solubility, brown sugar, pulverized sugar, confectioners' sugar, condiments, food adjuncts.

Exercise 11

Read the principles of sugar cookery as given in the appendix and write answers to the following problems:

- a. Give an example of a supersaturated solution.
- b. Why is cream of tartar used in making of fondant?
- c. Why is corn syrup often added to fudge?
- d. Why are the granules of sugar carefully wiped down when making fondant?
- e. Why is fondant not beaten until cool?
- f. Why is candy cooked slowly?
- g. What acids may be used in candy making?
- h. Why is glucose used in making caramels?
- i. What could be substituted for glucose?
- j. Give three reasons why fondant might become crystalline.

Exercise 12

- a. Listen to and observe a demonstrated lecture on the use and care of thermometers and method

Check

of converting Fahrenheit to Centigrade. (See formula for changing Fahrenheit to Centigrade and Centigrade to Fahrenheit in appendix.)

b. Change 114° C. to F. Change 238° F. to C.

Exercise 13

Write invitations to faculty and parents for a Christmas tea.

Exercise 14

Make candies, salted nuts, etc., and discuss:

- a. Desirable characteristics of a good finished product.
- b. Comparison of home-made and commercial products.
- c. Variation of recipes.
- d. Place of candy in the diet.

Exercise 15

Make date bars, brownies, Scottish fancies, ice-box cookies, etc., and discuss:

- a. Desirable characteristics of a good finished product.
- b. Variation of recipes.
- c. Cost.
- d. Ways of keeping.

Exercise 16

Give the Christmas tea planned and discuss what you would do differently another time.

Group B. Requirements for "Good."

Exercise 1

Go to the fish market and learn the different grades of oysters, noting differences in size and cost. Suggest when and how to use the different grades.

Exercise 2

Make three of the following at home:

- Cranberry sauce
- Cranberry jelly

Check

Scalloped oysters
Fancy cookies

Exercise 3

Score your meals for a week, making an average of 85. Use "Food Selection Score Card," as given in the appendix.

Group A. Requirements for "Excellent."

Exercise 1

Read in different references and write a report on any three of the following topics:

- | | |
|-------------|----------------|
| a. Citron | e. Pecans |
| b. Currants | f. Cranberries |
| c. Raisins | g. Celery |
| d. Almonds | h. Olives |

Exercise 2

Assist your mother in preparing and serving a Thanksgiving, Christmas, or any dinner to which guests are invited. Give a report.

Exercise 3

Write a short article on table decorations for Thanksgiving or Christmas dinner.

Exercise 4

Make some Christmas candies at home and report.

Additional References

BAILEY, E. H. S., *Source, Chemistry and Use of Food Products.*
FARMER, *The Boston Cooking School Cook Book.*
GREER, *School and Home Cooking.*
Grocer's Answer Book.
MONROE AND STRATTON, *Food Buying and Our Markets.*
SHERMAN, *Food Products.*

UNIT VII

THE PLANNING, PREPARATION, AND SERVICE OF LUNCHEONS WITH EMPHASIS UPON TYPICAL FOODS SERVED FOR LUNCHEONS

Check

Group C. Requirements for "Fair."

Exercise 1

Write answers to the following:

- a. Do you serve, at your home, supper at night or luncheon at noon? Give reasons why supper is often served instead of luncheon.
- b. What did you eat for lunch or supper yesterday? Was it adequate? If so, why? If not, why?
- c. Do you or any members of your family carry a packed lunch?

Exercise 2

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 402-406.

MATTHEWS, *Elementary Home Economics*, pp. 170-178.
"The School Lunch." Bulletin No. 41, University of Illinois.
"School Lunch." Bulletin No. 712, U. S. Department of Agriculture.

Read in references given concerning packed lunches and write upon the following:

- a. List of foods suitable for a lunch box.
- b. Method of packing a lunch box.
- c. Plan an adequate lunch for yourself to be brought from home. Plan one for a day laborer.

Exercise 3

- a. Examine different types of lunch boxes obtainable in your community and discuss advantages and disadvantages of each. (Teacher may borrow these from local dealers.)

Check

- b. Plan, prepare, and pack a school lunch. (Class project or group projects.)
- c. Discuss lunch packed, considering food value, appearance, cost, time required for preparation, etc.

Exercise 4

Prepare to discuss luncheon or supper menus found in current papers and magazines, which are furnished you by your teacher.

Exercise 5

Write luncheon or supper menus for your family for a week which may be served at this time of the year.

Exercise 6*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 59-73.

FARMER, *The Boston Cooking School Cook Book*, pp. 8-9.

MATTHEWS, *Elementary Home Economics*, pp. 86-92.

WELLMAN, *Food Study for High Schools*, pp. 356, 441-448, 450-456.

Read in two or more references given concerning milk and discuss the following:

- a. Care of milk.
- b. Causes of spoiling.
- c. Ways of including milk in the diet.
- d. Value of milk in the diet.
- e. Various classes of milk sold (pasteurized, raw, certified, whole, etc.).

Exercise 7

- a. Visit a local dairy and note the following: source of supply; general sanitation of dairy; physical health of employees; methods of handling as delivering, pasteurizing, cooling, bottling, storing, etc.; wholesale and retail prices.
- b. Write a report of the trip.

*Check***Exercise 8**

- a. Formulate rules which may be followed at home and at school in caring for milk.
- b. Write a report on the care of milk in your home.

Exercise 9

- a. Observe a demonstration of the making of white sauce. (See appendix for recipe.)
- b. Prepare to discuss: principles involved in the making; standards for a good finished product; ways of modifying the consistency after it has been made; uses of thin, medium, and very thick white sauce and proportions of ingredients for each; various fats, liquids, and seasonings which may be used in the making of sauces and gravies.
- c. Prepare to discuss the consistency of white sauce used for each of the following: creamed cabbage, tomato soup, pea soup, creamed potatoes, creamed chipped beef, fish croquettes, creamed macaroni, and cheese.

Exercise 10

- a. Prepare to discuss desirable characteristics of cream soups and formulate recipes for the making of cream of tomato and cream of pea soup, using white sauce as a foundation.
- b. Prepare to discuss the use of soda in the making of cream of tomato soup.
- c. Prepare and serve cream of tomato and cream of pea soup, using the recipe you formulated. Compare finished products.

Exercise 11

- a. List ten vegetables which may be used in the making of cream soup.
- b. Write four luncheon menus, including in each a cream soup.

Exercise 12

- a. Prepare to discuss desirable characteristics of creamed and scalloped dishes made with white

Check

sauce and formulate recipes for scalloped cabbage, creamed celery, creamed macaroni and cheese, and creamed potatoes.

- b. Prepare and serve several of the above dishes and compare finished products.

Exercise 13

Write four luncheon menus, using a scalloped or creamed dish in each.

Exercise 14

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 190-194, 200-201.

FARMER, *The Boston Cooking School Cook Book*, pp. 7-8, 17-18.

MATTHEWS, *Elementary Home Economics*, p. 47.

WELLMAN, *Food Study for High Schools*, pp. 424-430.

Bulletin. "Fats and Their Economical Use in the Home," Bulletin No. 469, U. S. Department of Agriculture.

- a. Read in two or more references given concerning fat and discuss the following:

- (a) Kinds of fat used and the advantages and disadvantages of each.
- (b) Temperature of fat in deep fat frying for cooked and uncooked mixtures.
- (c) Methods of clarifying fat.
- (d) The food value and digestibility of foods rich in fat.

- b. Write answers to the following (same references as in a):

- (a) What is meant by the melting point of fat? How does this influence one in selecting fat for deep fat frying?
- (b) What takes place when fat decomposes? How can you tell when fat is decomposing?
- (c) When food is put into deep fat for frying, the fat appears to boil. Explain.

Check

- (d) List the price of five fats which may be used in deep fat frying.
- (e) If fish balls were fried in fat, how would you clarify the fat?
- (f) What is the advantage of putting fried food on brown paper?
- (g) At what temperature would you fry doughnuts?
- (h) At what temperature would you fry meat croquettes?
- (i) List ten foods which may be fried in deep fat.
- (j) List four precautions in frying in deep fat.

Exercise 15

- a. Prepare to discuss desirable characteristics of croquettes made with very thick white sauce as a foundation and formulate a recipe for salmon croquettes.
- b. Formulate a recipe for making tomato sauce to be served with the croquettes.
- c. Prepare finished products and discuss variations of recipes.

Exercise 16

- a. Prepare and serve several of the following luncheon dishes: Spanish rice, codfish balls, stuffed peppers, spaghetti, hominy, and chilli. (See appendix for recipes.)
- b. Compare finished products and discuss principles involved in preparation, desirable characteristics, food value, cost, and ease of preparation.
- c. Plan three luncheon menus, using as the main dish in each, one of the above dishes.

Exercise 17

- a. Make a working plan, prepare and serve one of the menus planned in Exercise 16.
- b. Discuss the luncheon served, using the meal score card as given in the appendix as a basis for the discussion.

*Check***Exercise 18***References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 181-189.

FARMER, *The Boston Cooking School Cook Book*, p. 390.

MATTHEWS, *Elementary Home Economics*, pp. 142-147.

WELLMAN, *Food Study for High Schools*, pp. 244, 252-254, 258.

- a. Read in two or more references given concerning salads and salad dressings and write upon the following: characteristics of a good salad; value of salads in the diet; various combinations of fruits, vegetables, meats, etc., which may be used in the making of salads; types of salad dressings; various oils used in salad dressings, and their sources.
- b. At your local grocery store find out the cost of the different oils used in salad dressings, also find cost of commercial salad dressings, and make a report to class.

Exercise 19

- a. Observe demonstrations performed by the teacher, assisted by the pupils, of the making of French dressing, cooked dressing, mayonnaise dressing. (See appendix for recipes.)
- b. Discuss principles involved, desirable characteristics, variations of recipes, food value, use, and cost.
- c. Discuss advisability of buying commercially made salad dressings or making them at home.
- d. Write a list of five salads to be served with each type of salad dressing.

Exercise 20

- a. Discuss the desirable characteristics, prepare and serve salads using the three types of salad dressings such as: head lettuce with French dressing; potato salad with boiled dressing; fruit salad

Check

with mayonnaise dressing and gelatine salad with mayonnaise dressing. (See appendix for recipes.)

- b. Compare finished products as to appearance, taste, food value, and cost.

Exercise 21

- a. Make a working plan, prepare, and serve a luncheon including a creamed dish, a quick bread, a salad, and a fruit dessert.
- b. Write a brief discussion of the luncheon served as to cost, ease of preparation, attractiveness of service, combination of foods as to flavor and food value.

Exercise 22*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, p. 48.

MATTHEWS, *Elementary Home Economics*, pp. 135-142.

WELLMAN, *Food Study for High Schools*, pp. 341-345.

Read in references given concerning meat substitutes and write several paragraphs concerning them.

Exercise 23

- a. Observe a demonstration of the preparation of baked beans performed by teacher. (Boston brown bread may be demonstrated on the same day.) (See appendix for recipes.)
- b. Discuss variations of recipe, cost, food value, desirable characteristics, and other foods which may be served with baked beans.

Exercise 24

- a. Prepare and serve various meat substitutes such as cheese soufflé, Welsh rarebit, eggs a la golden-rod, corn pudding, etc. (See appendix for recipes.)
- b. Compare finished products as to desirable characteristics and discuss variations of recipes, cost, and food value.

Check

- c. Write luncheon menus, using each of the meat substitutes prepared in class.

Exercise 25

- a. Read recipes, discuss desirable characteristics, principles involved, and prepare and serve the following simple desserts: prune whip, baked custard, chocolate cornstarch pudding, floating island, cottage pudding, and doughnuts. (Variations may be made by the different members of the class if teacher so desires.) (See appendix for recipes.)
- b. Discuss the finished products, including variations of recipes, appearance and taste, ways of serving, food value, comparative cost, reasons for greasy doughnuts, etc.

Exercise 26

- a. Plan a luncheon menu not to exceed thirty cents per plate at which guests are to be invited. (Teacher may vary cost per plate.)
- b. Write a working plan of luncheon decided upon, prepare, and serve.
- c. Discuss what you would do differently if you were serving the same luncheon at home.

Exercise 27

Write definitions for the following terms: casein, albumen, coagulate, emulsion, pasteurize, lactose, whey, curd, marinate, garlic, raw milk, whole milk.

*Group B. Requirements for "Good."***Exercise 1**

Assist your mother in preparing Saturday and Sunday luncheons for two weeks. Make a report to your teacher.

Exercise 2

Bring to class pictures showing attractive ways of serving luncheon dishes.

Check

Exercise 3

Prepare at home at least three of the following: baking-powder biscuits, cocoa, pancakes, muffins, baked apple, eggs, bacon, cookies, jelly, scalloped corn or tomatoes. (Teacher may select others if she desires.)

Exercise 4

Give an oral report on one of the following: cheese, canned milk, butter and butter substitutes, fats used in deep fat frying.

Exercise 5

Plan luncheons for a week in July; for a week in November.

*Group A. Requirements for "Excellent."***Exercise 1**

- a. Prepare and serve without assistance two luncheons for your family.
- b. Hand in a written report stating menu, working plan, and time spent. Figure the cost per plate of one luncheon.

Exercise 2

Write a criticism of two luncheon menus which are furnished you by your teacher.

Exercise 3

Prepare an outline covering the topic of milk and milk products.

Exercise 4

Include in your diet for five days food which will make a score of 85 according to the Food Selection Score Card, as found in the appendix.

Exercise 5

Write several paragraphs on the life of Louis Pasteur.

Additional References

- BAILEY, E. H. S., *Source, Chemistry and Use of Food Products*.
DEKRUIF, *Microbe Hunters*.
DONHAM, *Marketing and Housework Manual*.
GREER, *School and Home Cooking*.
HARRIS AND LACEY, *Everyday Foods*.
MONROE AND STRATTON, *Food Buying and Our Markets*.
ROSE, FLORA, *The New Butterick Cook Book*.
SHERMAN, *Food Products*.

Bulletins: U. S. Department of Agriculture.

- "Cheese and Its Economical Uses in the Diet." Bulletin
No. 487.
"Making and Using Cottage Cheese in the Home." Bulletin
No. 1451.
"Production of Clean Milk." Bulletin No. 602.
"Varieties of Cheese." Descriptions and Analysis Bulletin
No. 608.
"Washing and Sterilizing Farm Milk Utensils." Bulletin
No. 1473.

UNIT VIII

HOW TO OBTAIN THE BEST RETURNS FOR THE MONEY SPENT FOR FOOD

Check

Group C. Requirements for "Fair."

Exercise 1

Write answers to the following by consulting with your mother.

- a. How much of the food which you eat at home is produced on your own place? What type of foods do you buy and in what quantity?
- b. Do you have a charge account at a grocery store and meat market or do you always pay cash? Give reasons for your method.
- c. Does your mother know approximately the amount of money she spends each month for food? Does this amount vary for different months? If so, why?
- d. At what type of grocery store and meat market do you trade? Why?

Exercise 2

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 289-291, 360-365.

MATTHEWS, *Elementary Home Economics*, pp. 80-83.

WELLMAN, *Food Study for High Schools*, pp. 470-473.

Read in the references given concerning food budgets and prepare to discuss the following:

- a. What are the advantages of a plan for expenditure of money for food?
- b. Approximately what percentage of the income should be spent for food for different income levels? (See "Food Budget" in appendix.)
- c. What influences the percentage of money spent for food?

Check

- d. How should every dollar spent for food be used?
- e. What is the value of a food account?

Exercise 3

Write answers to the following questions after discussing the subject with your mother.

- a. Does the amount of money actually spent for food in your home equal the theoretical amount? If not, explain why.
- b. What things would you take into consideration in making a plan for the expenditure of money for food for your family?
- c. Make a plan of expenditure of money for food for a week for your family.

Exercise 4*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 295-300.

MATTHEWS, *Elementary Home Economics*, pp. 83, 84.

MONROE AND STRATTON, *Food Buying and Our Markets*, pp. 103-110, 140-147.

WELLMAN, *Food Study for High Schools*, pp. 352-358.

Read in references given concerning the different types of grocery stores and meat markets and prepare to discuss the following:

- a. Factors which influence the variation of prices in the different types of stores.
- b. The advantages and disadvantages of the different types of stores.
- c. Suggestions for marketing.
- d. Advantages and disadvantages of a charge account.

Exercise 5

- a. Listen to a talk given by your teacher on pure food laws.
- b. Write a few paragraphs on the enforcement and violation of these in your own community.

Check

Exercise 6

- a. Discuss the displays and desirable sanitary conditions of the grocery stores and meat markets in your community.
- b. Use Grocery Store Score Card, as given in the appendix, and score the store from which you buy your supplies.

Exercise 7*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 291-295.

MONROE AND STRATTON, *Food Buying and Our Markets*, pp. 188-206.

Read in references given concerning the buying of canned goods and write upon the following:

- a. What is the approximate content in cupfuls of each of the following sized cans: Nos. 1, 2, 3, 10?
- b. When would it be advisable to buy each of the above sized cans and why?
- c. What are the three different grades of canned goods? How do these differ and when might you use each?
- d. What information may be obtained from the can label?
- e. Does price indicate the quality of canned goods? Explain.

Exercise 8

From labels furnished you by your teacher, give the trade names for three different grades of canned goods put out by one distributor. Compare these as to quality.

Exercise 9

Observe cans of peas showing different grades put out by the same distributor. Note the size, quality, amount, and quantity of liquid, and flavor. Discuss the use of each grade.

*Check***Exercise 10**

Repeat Exercise 9, using some canned fruit.

*Group B. Requirements for "Good."***Exercise 1**

- a. Considering a family of four: father is an automobile mechanic, children are girl 12 years and boy 14 years, mother does her own work, income is \$2,000 a year; figure the percentage of the family income which should be spent for food.
- b. Plan menus for a week for the family described above, keeping within the amount of money you have allotted for food and keeping the right percentage for the different divisions of the food allowance.

Exercise 2

- a. Go to your grocery store and obtain the trade names of the different grades of canned fruits and vegetables which are sold there.
- b. Report to the class explaining the names of the different qualities of canned goods.

Exercise 3

- a. Bring from home labels from cans and be prepared to discuss the information given on the label.
- b. Hand in a written report.

*Group A. Requirements for "Excellent."***Exercise 1**

From the State Department of Public Health, obtain the state laws pertaining to food and report upon various articles such as eggs, meat, milk, bread, etc. (One topic may be assigned to each pupil.)

Exercise 2

Bring to class advertisements of foods and be prepared to discuss the validity of the advertisement.

Check

Exercise 3

Write a brief report on the laws pertaining to weights and measures which are applicable to the grocer and meat dealer.

Additional References

DONHAM, *Marketing and Housework Manual*.

DONHAM, *Spending the Family Income*.

HARRIS AND LACEY, *Everyday Foods*.

Bulletins: U. S. Department of Agriculture.

"Planning Your Family Expenditures." Miscellaneous Circular, No. 68.

Rules and Regulations for the Enforcement of the Federal Food and Drugs Act. Circular 21.

UNIT IX

THE PLANNING, PREPARATION, AND SERVICE OF DINNERS WITH EMPHASIS UPON THE TYPICAL FOODS SERVED FOR DINNERS

Check

A. Requirements for "Fair."

Exercise 1

- a. Prepare to discuss the following questions:
 - (a) Why do some families serve dinner at night and others at noon?
 - (b) Does your family require a heavy dinner or a light dinner? Give reasons for your answer.
 - (c) What type of table service do you use at home for dinner?
 - (d) What are the different types of food served for dinner?
- b. Compare the following dinner menus as to food value, different ways of serving, time required for preparation, and cost:
 - (a)

Cream of tomato soup	Wafers
Celery	Olives
Radishes	
Porterhouse steak	Stuffed baked potatoes
Buttered carrots	Hot rolls
Pineapple ice	Cakes
Coffee	
 - (b)

Meat loaf	Tomato sauce
Scalloped potatoes	Graham bread
Combination vegetable salad	
French dressing	
Apple pie	Cheese
Coffee	

Exercise 2

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp.
325-355.

Check

WELLMAN, *Food Study for High Schools*, pp. 267-270, 295-297.

Bulletin. "Meat, Its Selection and Preparation."
Institute of American Meat Packers, Chicago.

Read in references given concerning meats and write answers to the following:

- a. Ten common sources of meat which we eat.
- b. The structure, composition, food value of meat, and place in the diet.
- c. Reasons for cooking meat.
- d. Three general methods of cooking meat.
- e. Reasons for tender and tough meat.

Exercise 3

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, p. 335.

WELLMAN, *Food Study for High Schools*, p. 274.

Bulletin. "Meat, Its Selection and Preparation."
Institute of American Meat Packers, Chicago.

Read in references given concerning care of meat and formulate rules for the care of meat in the home.

Exercise 4

Observe a demonstration given by the teacher assisted by pupils showing:

- a. The separation of muscle fiber and connective tissue.
- b. The effect of dry heat upon muscle fiber and connective tissue.
- c. The effect of moist heat upon connective tissue.
- d. The effects produced when meat is placed in a hot frying pan and in a cool frying pan.
- e. The effects produced when meat is placed in boiling water and in cold water.
- f. The effect produced when salt is put on uncooked meat.

Exercise 5

Prepare to discuss the following questions:

Check

- a. Give two reasons why meat is seared in roasting or broiling.
- b. Why is meat sometimes pounded before cooking?
- c. Why is flour sometimes pounded into meat?
- d. Why is a roast put into a hot oven and the heat later reduced?
- e. Which requires the hotter oven, a small or large roast and why?
- f. When should a broiled steak be salted and why?
- g. A roast is salted before roasting. Why?
- h. Meat stock is started with cold water. Why?
- i. A pot roast is started in boiling water. Why?

Exercise 6

Formulate ten rules or principles for the cooking of meat.

Exercise 7

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 337, 342.

FARMER, *Boston Cooking School Cook Book*, pp. 15-19. Bulletin. "Meat, Its Selection and Preparation."

Institute of American Meat Packers, Chicago.

Define the following terms: broiling, braising, fric-asseeing, extractives, soup stock, searing, roasting, stewing, basting, connective tissue, muscle fiber, pot roasting, sautéing, pan broiling, barbecuing, suet.

Exercise 8

List two ways of preparing tender cuts of meat and five ways of preparing tough cuts.

Exercise 9

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 331-332.

MATTHEWS, *Elementary Home Economics*, p. 225.

WELLMAN, *Food Study for High Schools*, pp. 272-279.

Check

Read in references given and perform the following exercises:

- a. Write a list of the characteristics of beef which indicate quality.
- b. Study pictures as given in the references showing the location and names of the different cuts of beef and memorize the name and location of each. (Drill lesson.)

Exercise 10

- a. Identify the cuts of beef on an unlabeled drawing furnished you by your teacher indicating the tough and tender cuts. (Drill lesson.)
- b. Use a commercial meat chart showing the different cuts of beef (Armour's, Wilson's, etc.) and compare the characteristics of the different cuts of beef. (Drill lesson.)

Exercise 11

List all of the cuts of beef, giving the retail cost per pound. (A class project.)

Exercise 12

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 333-335.

MATTHEWS, *Elementary Home Economics*, pp. 227-229, 231.

WELLMAN, *Food Study for High Schools*, pp. 271-274.

- a. Study pictures as given in the references showing the location and names of the different cuts of pork, veal, and lamb, and memorize.
- b. Identify the cuts of pork, veal, and lamb on an unlabeled drawing of each furnished you by your teacher. (Drill lesson.)
- c. List the characteristics which denote quality of pork, veal, and lamb.
- d. Use a commercial meat chart showing cuts and compare the characteristics of the different cuts of pork, veal, and lamb or mutton.

*Check***Exercise 13**

List all of the cuts of pork, veal, and lamb, giving the retail price per pound. (A class project.)

Exercise 14

Obtain answers to the following questions by consulting with your mother or with your meat dealer.

- a. Give reasons why beef is used to a greater extent than pork, veal, or lamb.
- b. Which meats do we cook well done and which rare?
- c. Account for the difference in the prices of beef and lamb.
- d. Pork chops may be cut from two different parts of the animal. Name the parts and distinguish between the chops.
- e. From how many sources may veal cutlets be obtained and what is the difference between the cutlets?
- f. What is the difference between a loin and a rib lamb chop?
- g. How does roast ham differ from roast pork?
- h. From where is leaf lard obtained?
- i. The best grade of bacon comes from what part of the animal?
- j. From what other part of the animal is bacon obtained?
- k. How many people will one pound of meat serve?
- l. How many minutes should be allowed for roasting a pound of beef? A pound of pork? Explain difference.
- m. What is meant by the ripening of meat?

Exercise 15*References:*

FARMER, *Boston Cooking School Cook Book*, pp. 232, 247, 251, 277.

Bulletin. "Meat, Its Selection and Preparation."
Institute of American Meat Packers, Chicago.

Check

Read references concerning the edible organs of animals and recite upon the following questions:

- a. Name the edible organs.
- b. From what animal do we obtain the best liver?
The best sweetbreads?

Exercise 16

Compare the cost of the organs with that of the cuts of meat. (A class project.)

Exercise 17

Read in cook books and meat bulletins different ways of preparing the various organs and list two ways of preparing each.

Exercise 18

References:

MONROE AND STRATTON, *Food Buying and Our Markets*, pp. 114, 126.

WELLMAN, *Food Study for High Schools*, pp. 387-388.

- a. Read in references given concerning laws pertaining to the sale of meat and recite upon the following:
 - (a) What is meant by federal inspection of meat?
 - (b) Does all meat come under federal inspection?
 - (c) Is there any way of telling if the meat which you buy has come under federal inspection?
 - (d) What are the advantages of federal inspected meat?
- b. What are some of the large packing plants from which your local merchants buy meat?

Exercise 19

- a. Go to the meat market and listen to a demonstrated lecture on meat.
- b. Write a report on the observations made.

*Check***Exercise 20**

- a. Examine tender cuts of meat such as rib-roast, porterhouse steak, pork chops, lamb chops, and veal cutlets, and note their characteristics.
- b. Weigh the meat as it comes from the market.
- c. Discuss principles involved in the preparation and observe demonstrations or prepare individually several of the above cuts. (See appendix for recipes.)
- d. Weigh refuse and determine the cost of the edible portion.
- e. Observe a demonstration of the carving of a roast.
- f. Observe demonstrations given by members of the class in the making of gravy with several of the meats prepared.
- g. Discuss desirable characteristics of the finished products.

Exercise 21

- a. Examine medium tough cuts of beef as round steak, chuck, rump roast, flank steak, and note their characteristics.
- b. Weigh the meat as it comes from the market.
- c. Discuss the principles involved in the preparation and observe demonstrations, or prepare individually several of the above cuts. (See appendix for recipes.)
- d. Weigh refuse and determine the cost of the edible portion.
- e. Carve the meat and prepare a meat gravy.
- f. Discuss the desirable characteristics of the above finished products.

Exercise 22

- a. Examine tough cuts of beef as neck, shank, brisket, and cross ribs.
- b. Weigh the meat as it comes from the market.
- c. Discuss principles involved in the preparation and observe demonstrations, or prepare indi-

Check

vidually several of the above cuts. (See appendix for recipes.)

- d.* Weigh refuse and determine the cost of the edible portion.
- e.* Carve the meat and prepare a meat gravy.
- f.* Discuss the desirable characteristics of the above finished products.

Exercise 23

- a.* Examine cuts of veal, pork, mutton, and lamb, and note their characteristics.
- b.* Weigh the meat as it comes from the market.
- c.* Discuss principles involved in the preparation and observe demonstrations or prepare individually several of the above cuts. (See appendix for recipes.)
- d.* Weigh refuse and determine the cost of the edible portion.
- e.* Carve the meat and prepare a meat gravy.
- f.* Discuss the desirable characteristics of the above finished products.

Exercise 24

- a.* Examine the edible organs and note their characteristics.
- b.* Read recipes and observe demonstrations or prepare individually several of the organs. (See appendix for recipes.)
- c.* Discuss the desirable characteristics of the above finished products.
- d.* Determine the cost of the edible portion.

Exercise 25

- a.* Make a list according to the cost per edible portion of the various cuts of meat prepared and served in class.
- b.* Discuss the desirability of serving tough, medium tough, and tender cuts of meat from the standpoint of flavor, ease of preparation, food value, and cost.

*Check***Exercise 26**

- a. List three ways that your mother uses left-over meat.
- b. List five other ways for using left-over meat.
- c. Prepare and serve left-over meat in several ways. (This exercise should be given when meat is left over from some of the above exercises.)

Exercise 27

- a. Read chart, as given in the appendix, concerning various sauces and vegetables commonly served with different meats.
- b. Plan dinner menus for one week, varying the meat and serving with it an appropriate vegetable or sauce.

Exercise 28

- a. Plan a dinner menu to be served to six people not to exceed thirty-five cents a plate. (The cost per plate may vary if teacher desires.)
- b. Make a working plan, prepare and serve the above dinner to six people.
- c. Use "Meal Score Card," as given in the appendix, and score the dinner served.

Exercise 29*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 429-438.

FARMER, *The Boston Cooking School Cook Book*, pp. 179-189.

MATTHEWS, *Elementary Home Economics*, p. 238.

WELLMAN, *Food Study for High Schools*, pp. 327-332.

Read in two or more references given concerning fish and write answers to the following questions:

- a. Why are salt-water fish valuable in the diet?
- b. How do the dark-flesh fish differ from the light-flesh fish?
- c. How does fish compare with beef in regard to cost, ease of preparation, and food value?

Check

- d. Give three ways for preparing fish.
- e. List three sauces which are appropriate to serve with fish.

Exercise 30

List five kinds of canned or salted fish which can be bought at your grocery store and state whether they are salt- or fresh-water fish.

Exercise 31

- a. Observe a demonstration performed by the teacher in the preparation of fish.
- b. Discuss other ways of preparing and serving fish.
- c. Discuss the finished product as to desirable characteristics and how these are obtained.

Exercise 32

- a. Plan a dinner menu including the fish as prepared in the demonstration in Exercise 31.
- b. If round steak were substituted for the fish in the menu planned, what would be the difference in the cost of the meal? What other differences would you make in the menu?

Exercise 33*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 445-451.

FARMER, *Boston Cooking School Cook Book*, pp. 289-295.

MATTHEWS, *Elementary Home Economics*, pp. 237-238.

WELLMAN, *Food Study for High Schools*, pp. 318-320.

Read in two or more references given concerning poultry and discuss the following questions:

- a. What are the characteristics which denote quality?
- b. What are the characteristics which denote the age of the fowl?
- c. How old is a spring chicken or a fryer?
- d. What is a capon?

Check

- e. How does the digestibility of the white meat of chicken differ from that of the dark meat?
- f. Compare chicken with rib roast as to food value, cost per edible portion, and ease of preparation.
- g. What are giblets?
- h. What is included under the term "game"?

Exercise 34

Write answers to the following questions after consulting with your mother:

- a. Which has the more fat, an old hen or a rooster?
- b. How would the method of preparation in cooking a hen or rooster differ from that of a spring chicken? Why?
- c. What are the advantages and disadvantages of buying chickens live-weight or cleaned dressed?

Exercise 35

- a. Observe demonstrations given by the teacher on the preparation of fricassee, fried chicken, and of roast chicken.
- b. Discuss the finished product and principles involved in the preparation.
- c. Examine the liver and note if there are white spots which indicate tuberculosis.
- d. Weigh the refuse and determine the cost per pound of edible portion.
- e. Give two reasons why chickens are stuffed with dressing when baked.
- f. What is the advantage of roasting a very large turkey without stuffing it with dressing?

Exercise 36

- a. Observe a demonstration on the carving of a fowl.
- b. List the steps in carving a fowl.
- c. Plan a menu using chicken as the meat.

Exercise 37

References:

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 157-180.

Check

- MATTHEWS, *Elementary Home Economics*, pp. 206-219.
WELLMAN, *Food Study for High Schools*, pp. 222-251.
WILLARD AND GILLET, *Dietetics for High Schools*, pp. 109-111.

Read in two or more references given concerning vegetables and write a paragraph on each of the following topics:

- a. Composition and food value.
- b. Desirable amounts and kinds in the diet.
- c. Underlying principles of the preparation of:
 - (a) Mild flavored vegetables.
 - (b) Strong flavored vegetables.
 - (c) Dried vegetables.
- d. Various ways of preparing.
- e. Characteristics denoting quality of the commonly used vegetables.
- f. Selection and care of vegetables.

Exercise 38

- a. Visit local market and note various fresh, dried, and canned vegetables which may be obtained — the different grades and prices of each.
- b. Write a report of the trip.

Exercise 39

- a. Read recipes and prepare fresh vegetables such as butter beans, peas, corn, etc. (See appendix for recipes.)
- b. Read recipes and prepare dried vegetables such as butter beans, peas, corn, etc. (See appendix for recipes.)
- c. Read recipes and prepare canned vegetables such as butter beans, peas, corn, etc. (See appendix for recipes.)
- d. Discuss the desirability of serving fresh, dried, and canned vegetables from the standpoint of flavor, ease of preparation, food value, and cost.

Exercise 40

- a. Read recipes and prepare a mild flavored vege-

Check

table such as carrots, asparagus, etc. (See appendix for recipes.)

- b. Read recipes and prepare a strong flavored vegetable such as cabbage, onion, etc. (See appendix for recipes.)
- c. Discuss desirable characteristics of finished product and three different methods of preparation.

Exercise 41

- a. Read recipes in cook books, etc., concerning various ways of preparing potatoes.
- b. List fifteen different ways of preparing potatoes.
- c. Prepare potatoes in ten different ways (each member of the class may prepare them a different way).
- d. Discuss the desirable characteristics of the finished products and compare them as to appearance, ease of preparation, flavor, and cost.

Exercise 42

- a. Observe a demonstration on the preparation and service of a less commonly used vegetable such as brussels sprouts, artichokes, cauliflower, eggplant, etc.
- b. Discuss desirable characteristics, ease of preparation, food value, cost, etc.

Exercise 43

Perform the following experiments (class project): Make a batter of flour and water, using one part of water to two parts of flour. Divide the batter into three equal parts. To one part, add yeast blended with water, boiled and left at room temperature. To one part add yeast blended with cold water and placed in a refrigerator. To one part add yeast blended with lukewarm water and left at room temperature. Allow all to remain over night and discuss the results of the experiments the following day.

Check

Exercise 44*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 143-144.

MATTHEWS, *Elementary Home Economics*, pp. 97-98.

WELLMAN, *Food Study for High Schools*, pp. 397-402.

Read in two or more references given concerning yeast and write statements in regard to the following:

- a. The action of yeast as a leavening agent.
- b. Conditions favorable to the growth of yeast.
- c. Kinds of yeast used in bread making.

Exercise 45*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 36-37, 129-136.

MATTHEWS, *Elementary Home Economics*, pp. 95-97, 155.

WELLMAN, *Food Study for High Schools*, pp. 196-198, 381-383, 420-421.

Read in two or more references given concerning flour and discuss the following:

- a. The different grains used in the making of flour.
- b. Difference in the composition of flour made from the different grains.
- c. The characteristics of the different kinds of flour made from wheat grain.
- d. The difference between flour made from spring and winter wheat and the uses of each.
- e. The value of gluten in bread making.

Exercise 46

Prepare to discuss the following:

- a. The kind of flour made from wheat grown in your own state.
- b. The section of the country from which the most of our bread flour is obtained.

Check

Exercise 47

Write answers to the following questions, applying the knowledge you have gained.

- a. Why can you not make light bread using corn-meal?
- b. What might you add to bread flour to make a substitute for pastry flour which contains more starch than does bread flour?
- c. Explain how yeast makes bread light.

Exercise 48*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 146-149.

MATTHEWS, *Elementary Home Economics*, pp. 101-104.

WELLMAN, *Food Study for High Schools*, pp. 404-417.

Bulletin. "Home Baking," Farmers Bulletin No. 450, U. S. Department of Agriculture.

Read in two or more references given concerning the making and baking of bread and discuss the following:

- a. Explain the different methods used in the making of the long- and short-process bread.
- b. What takes place in the baking of bread?
- c. How can you tell when bread is done?
- d. The care of bread in the home.
- e. The uses of stale bread.

Exercise 49

- a. Read recipe, as given in the appendix, for making bread short-process and make bread or rolls. (Teacher will demonstrate kneading.)
- b. Use score card for bread, as given in the appendix, and score the bread made.

Exercise 50

Write answers to the following:

- a. The factors to look for in buying bread.
- b. The advisability of buying bread or making it at home.

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Exercise 51*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 120-122, 124.

MATTHEWS, *Elementary Home Economics*, pp. 151-152.

WELLMAN, *Food Study for High Schools*, pp. 365-378.

Read in two or more references given concerning leavening agents used in quick breads and cakes and discuss the following:

- a. The three main types of leavening agents and examples of each.
- b. The principles involved in leavening.
- c. Amount of soda and baking powder to use in flour mixtures.
- d. Types of baking powders on the market.

Exercise 52*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 302-316, 121.

MATTHEWS, *Elementary Home Economics*, pp. 154-159.

WELLMAN, *Food Study for High Schools*, pp. 385-391.

Read in two or more references given concerning cake mixtures and write answers to the following:

- a. The types of cakes, and principles involved in the making and baking of them.
- b. In substituting baking powder for eggs, how much baking powder do you add for each beaten egg white?
- c. Ways of varying a standard cake recipe.
- d. Reasons for icing cakes.
- e. Various icings used on cakes.
- f. Food value and place in the diet of cakes.
- g. Care of cakes.

Exercise 53

- a. Read recipes and make a plain one-egg cake, a white cake, a chocolate cake using soda, and a

Check

sponge or angel food cake. (See appendix for recipes.)

- b. Read recipes and make an uncooked icing, a boiled icing, and a cooked chocolate icing, and ice cakes made. (See appendix for recipes.)
(It is suggested that experimental work be done, varying the method of mixing, fat used, time of beating, and kind of flour used.)

Exercise 54

- a. Compare cakes made and score, using score card for cakes, as given in the appendix. (A class project.)
- b. Discuss variations of cake recipes used.
- c. Discuss variations of icing recipes as used.
- d. Discuss ease of preparation, food value, and cost of cakes made.

Exercise 55

Write five menus using cake in each.

Exercise 56

- a. Read recipes, discuss principle involved, and desirable characteristics and make cream puffs and filling. (See appendix for recipes.)
- b. Compare finished products.
- c. Compare finished product with bakery product.
- d. Discuss different fillings which may be used.

Exercise 57

- a. Read recipe for pie crust, discuss principles involved, and desirable characteristics.
- b. Make a one-crust and a two-crust pie. (See appendix for recipes.)
- c. Compare finished product and score, using score card, as given in appendix.

Exercise 58

Write answers to the following:

- a. List ten different kinds of pie, varying the type.
- b. The food value of pie and its place in the diet.
- c. Plan five menus, using pie as a dessert.

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Exercise 59

- a. Visit a bakery and note the way bread, cakes, etc., are made; kinds of bread, rolls, cakes, etc., which may be purchased; size of loaves, manner of handling, prices, etc.
- b. Write a report of the trip made.

Exercise 60

Prepare to discuss the following:

- a. Your mother's recipe for making strawberry shortcake.
- b. Other recipes for making strawberry shortcake.
- c. Desirable characteristics of a shortcake.
- d. Methods for cleaning and stemming strawberries.
- e. Different fruits used for shortcake.

Exercise 61

- a. Prepare strawberry shortcake, using recipe for baking-powder biscuits, doubling the amount of fat.
- b. Compare finished products.
- c. Discuss ways of serving strawberry shortcake.

Exercise 62

- a. Figure the cost of strawberry shortcake per serving.
- b. Plan one menu, using strawberry shortcake as the dessert.

Exercise 63*Reference:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 68, 472.

Bulletin. "The Whipping Quality of Cream." Bulletin No. 1075, U. S. Department of Agriculture.

Read in references given concerning cream and list the qualities desirable for whipping cream.

*Check***Exercise 64***References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 356-359.

MATTHEWS, *Elementary Home Economics*, p. 234.

WELLMAN, *Food Study for High Schools*, pp. 304-308.

- a. Read in two or more references given concerning gelatin and write a detailed outline covering the subject.
- b. Recite upon the outline prepared.
- c. List the principles involved in the preparation of gelatin dishes.

Exercise 65

- a. Observe demonstrations given by different members of the class on the preparation of lemon gelatin, lemon jello, and other commercial gelatin preparations. (Use directions as given on packages.)
- b. Compare the finished products as to ease of preparation, flavor, consistency, variation of recipe, and cost.

Exercise 66

- a. Read recipes and prepare fruit gelatin, snow pudding, bavarian cream, whipped gelatin, etc. (Various members of the class prepare the different gelatin desserts.) (See appendix for recipes.)
- b. Compare finished products as to desirable characteristics, food value, ease of preparation, and comparative cost.

Exercise 67

Write five menus, using gelatin as a dessert.

Exercise 68*References:*

BAILEY, PEARL, *Foods, Preparation and Serving*, pp. 461-475.

Check

FARMER, *Boston Cooking School Cook Book*, pp. 536-537.

MATTHEWS, *Elementary Home Economics*, pp. 241-243.

WELLMAN, *Food Study for High Schools*, pp. 346-351.

Read in two or more references given concerning frozen desserts and discuss the following:

- a. Principles involved in the making of frozen desserts.
- b. Various types of frozen desserts.
- c. Desirable characteristics of each type.
- d. Different binders used in the making of frozen desserts. (See appendix for recipes.)
- e. Care after freezing.
- f. Four ways of producing a fine-grained frozen dessert.

Exercise 69

- a. Read recipes and prepare a plain water ice, the same plus gelatin, the same plus egg white. (See appendix for recipes.)
- b. Compare finished products as to texture, color, flavor, stability, and cost.

Exercise 70

- a. Read recipes and prepare a plain ice cream, using a custard base, using gelatin as a binder, using cornstarch as a binder, using fifty to seventy-five per cent cream without a binder. (See appendix for recipes.)
- b. Compare finished products as to texture, color, flavor, retention of shape, cost, and variation recipes.

Exercise 71

- a. Visit an ice cream manufacturing plant and note methods of making, ingredients used, sanitation of plant, care after making, length of time of keeping before retailing, ratio of salt to ice, and cost.
- b. Write a report of the trip.

*Check***Exercise 72**

Write a brief paragraph on the advantages and disadvantages of home-made frozen desserts.

Exercise 73 (A class project.)

- a. Make a working plan, prepare and serve a dinner such as the following:

	Fruit cocktail	
Fricasseed chicken	Creamed new potatoes and peas	
Hot rolls	Butter	Jelly
Gelatin salad	Cheese wafers	
Ice cream with crushed strawberries		
Angel food cake		
Demi-tasse		

- b. Score dinner. Figure cost per plate, list corrections you would make in preparation and serving.

*Group B. Requirements for "Good."***Exercise 1**

Prepare meat at home in three different ways and report.

Exercise 2

Assist your mother in preparing five dinners and report.

Exercise 3

Bring to class articles and pictures cut from papers and magazines concerning one of the following:

Meats
Vegetables
Desserts
Bread and rolls

Exercise 4

Give an oral report to the class on one of the following:

Iceless refrigeration
Convenient kitchens
Incinerators
A cold storage plant
Refrigerator car.

*Check***Exercise 5**

Prepare at home one dinner for your family, without assistance, and hand in menu, working plan, and criticism.

Exercise 6

Prepare at home three of the following:

(Teacher may choose any others she may desire.)

Gelatin desserts

Cake

Meat substitutes

Shortcake

Soup

Salad

Vegetable

Exercise 7

Plan a menu for a meal to be served on a tray to a convalescent.

Exercise 8

Plan menus for a week for yourself which will score 100 %. (Use "Food Selection Score Card," as given in the appendix.)

Exercise 9

Write a report on the various kinds and brands of commercial bread available in your vicinity.

Group A. Requirements for "Excellent."

Exercise 1

Buy the meats used in your home for one week and hand in copy of orders and criticism.

Exercise 2

Prepare at home two of the following:

(Teacher may choose any others she may desire.)

Light rolls

Pie

Ice cream

Cream puffs

Check

Meat soup
Broiled steak
Roast beef

Exercise 3

Prepare at home two dinners, without assistance, in addition to those prepared in Group B. Bring to class working plan, menu, and criticism.

Exercise 4

Plan a menu for a formal dinner. Write a detailed account of the method of serving the dinner.

Exercise 5

Plan a menu for a day for a child to include one quart of milk to be used in some form other than that of a beverage.

Exercise 6

Visit a modern home in your community and write a report on the kitchen arrangements and conveniences.

Exercise 7

Score your meals for five days, making an average score of 85. (Use "Food Selection Score Card," as given in the appendix.)

Additional References

- BAILEY, E. H. S., *Source, Chemistry and Use of Food Products*.
BAILEY, N. BETH, *Meal Planning and Table Service*.
DONHAM, *Marketing and Housework Manual*.
GREER, *School and Home Cooking*.
MONROE AND STRATTON, *Food Buying and Our Markets*.
PATTEE, *Practical Dietetics*.
ROSE, FLORA, *The New Butterick Cook Book*.
SHERMAN, *Food Products*.

Bulletins: U. S. Department of Agriculture.

"Commercial Cuts of Meat." Bulletin No. 300.

"Convenient Kitchens." Bulletin No. 1513.

"Farm Home Conveniences." Bulletin No. 927.

"Growing Hard Spring Wheat." Bulletin No. 678.

"Lamb and Mutton and Their Use in the Diet." Bulletin
No. 1324.

"The Culture of Winter Wheat in Eastern United States."
Bulletin No. 596.

"The Well Planned Kitchen." Bulletin No. 189.

APPENDIX

TABLES, SCORE CARDS, RECIPES, ETC.

BUDGETS

Income and Food Expenditures

Income level	Amount of Annual Income	Per cent of Income Spent for Food
I	\$1,200-1,500	45-40 %
II	\$1,800-2,200	40-35 %
III	\$2,500-5,000	35-25 %
IV	\$5,000-25,000	25 % and lower.

These figures are only approximate, but should serve as guide posts in budgeting the income.

The division for spending food allowance from each dollar:

Meat, eggs, and fish	20 % or less
Milk (1 pt. to each child, $\frac{1}{3}$ pt. to each adult).....	20 % or more
Cereals and bread.....	20 % or more
Vegetables and fruit.....	20 % or more or less
Fats, sugar, etc.....	20 % or less
	100 %

SCORE CARDS

Breads, Rolls, etc.

Flavor.....	35
Lightness.....	15
Grain and Texture.....	20
Crust	
Color }	
Depth }	
Texture }	10
Crumb	
Color }	
Moisture }	10
Shape and Size.....	10
	100

Cakes, Cookies, etc.

Flavor.....	35
Lightness.....	15
Texture.....	20
Crust.....	10
Appearance	
Shape, size	}
Color of crust	
Icing	
	<u>100</u>

Candy, Icings, etc.

Flavor.....	40
Consistency.....	25
Texture.....	25
Appearance.....	10
	<u>100</u>

Canned Fruit

Flavor.....	60
Color.....	15
Condition of fruit.....	15
Consistency of syrup.....	10
	<u>100</u>

Canned Vegetables, Pickles, etc.

Flavor.....	60
Condition.....	25
Color.....	15
	<u>100</u>

Jelly

Flavor.....	50
Color.....	15
Consistency.....	20
Texture.....	15
	<u>100</u>

Fruit Butter, and Marmalade

Flavor.....	60
Consistency.....	25
Color.....	15
	<u>100</u>

Pies

Flavor.....	40
Crust	
Flakiness }	40
Tenderness }	
Appearance.....	20
	<u>100</u>

Food Selection Score Card

	<i>Perfect Score</i>	<i>Actual Score</i>
Milk: 1 glass, 5; 2 glasses, 10; 3 glasses, 15; 4 glasses, 25.	25	
Vegetables: (other than potatoes) 1 serving, 5; 2 servings, 10; 3 servings, 15. If raw vegetable is included, extra credit, 5.	20	
Fruits: 1 serving, 5; 2 servings, 10; 3 servings, 15. If raw fruit is included, extra credit, 5.	20	
Eggs, meat, fish: 1 serving of any 1 of the above, 10. 1 serving of any 2 of the above, 15.	15	
Water: 4 cups, 5; 6 cups, 10.	10	
Cereals, potatoes, etc: To maintain average weight, 10. For more than 15 % above average weight, deduct 5. For more than 7 % below average weight, deduct 5.	10	
Total	100	
Deductions: Use of tea or coffee, 1 cup of either daily, 5. More than one cup, 10. Eating sweets between meals (candy, rich cakes, pies, etc.), 10. Total deductions •		
Final score		

Name: Jane Smith.	Weight beginning of project: 98 lb.
Age: 15 years, 6 mos.	Average weight for height: 107 lb.
Height: 60 inches.	Percentage above average:
	Percentage below average: 8

Grocery Store Score Card

I. General Appearance

1. Arrangement of displays.....	25
2. Light.....	20
3. Ventilation.....	20
4. Kind and finish of floors and walls.....	7
5. Kind and finish of counters.....	4
6. Arrangement of furnishings.....	8
7. Kind and appearance of containers for storage...	10
8. Storage facilities.....	6
	100

II. Sanitation

1. Refrigeration facilities.....	25
2. Condition of goods.....	16
3. Container for meats and cleanliness of meat chopper.....	12
4. Cleanliness of floors and walls.....	10
5. Cleanliness of counters and windows.....	9
6. Odor of store.....	16
7. Handling of milk products.....	5
8. Proper sweeping and dusting.....	7
	100

III. Atmosphere of Store

1. Neatness and cleanliness of clerks' clothing.....	20
2. Health of clerks.....	30
3. Quiet working.....	20
4. Attention to buyer.....	25
5. Conveniences for buyer.....	5
	100

Total for all points.. 300

TEMPERATURES — THERMOMETRY

Oven

Warm, 300° F. — Custards, puddings, meringues.

Moderate, 350° F. — Cakes, cookies.

Hot, 400° F. — Bread, rolls.

Very hot, 500° F. — Popovers, pastries.

Water

Scalding 140°–185° F. 60°–85° C.

Simmering 185°–210° F. 85°–99° C.

Boiling 212° F. 100° C.

Double boiler 199°–201° F. 93°–94° C.

(Temperatures at sea level.)

Fat

Cooked mixtures fried in 40 seconds at 390° F. (198° C.)

Uncooked mixtures fried in 60 seconds at 360°–370° F.
(182°–188° C.)

At 100° C. or 212° F. foods become saturated with fat and
do not brown.

At 225°–245° C. or 437°–473° F. fats smoke and decompose
and give off a substance irritating to the membrane of
the stomach.

Sugar

Soft ball 236°–240° F. 113°–115° C.

Firm ball 246°–248° F. 118°–120° C.

Hard ball 265°–270° F. 129°–132° C.

Crack 290°–310° F. 143°–154° C.

(Temperatures at sea level.)

THERMOMETRY

The freezing point of Centigrade is 0°, while that of Fahrenheit is 32° above 0.

The boiling point of Centigrade is 100°, while that of Fahrenheit is 212°.

Hence to change Fahrenheit to Centigrade, we subtract 32° from 212° in order that the freezing points correspond, which makes 180° F. = 100° C. A degree Centigrade is therefore $\frac{5}{9}$ of a degree Fahrenheit.

To change Centigrade to Fahrenheit, every degree is $\frac{9}{5}$ times as large as a Centigrade degree. It is also necessary to add 32° to the result.

Examples:

1. Change 212° F. to C.

$$C. = \frac{5}{9} (212 - 32) = \frac{5}{9} (180) = 100^{\circ}$$

$$C. = \frac{5}{9} (F. - 32)$$

$$F. = \frac{9}{5} C. + 32$$

2. Change 100° C. to F.

$$F. = \frac{9}{5} (100) + 32 = 180 + 32 = 212^{\circ}$$

RECIPES

(All measurements are level.)

BEVERAGES

Chocolate

$1\frac{1}{2}$ squares unsweetened
chocolate

$\frac{1}{4}$ c. sugar

1 c. boiling water

3 c. milk

Few grains salt

Scald milk. Melt chocolate in small saucepan, being careful not to burn, add sugar, salt, and gradually boiling water; when smooth, place on range and boil five minutes. Add to scalded milk, beat with Dover egg beater (this is called milling), and serve.

Remarks:

Cocoa

3 T. cocoa

$\frac{1}{4}$ c. sugar

$\frac{3}{4}$ c. boiling water

Few grains salt

4 c. milk

Scald milk. Mix cocoa, sugar, and salt, adding enough boiling water to make a smooth paste; add remaining water and boil five minutes; pour into scalded milk, mill, and serve.

Remarks:

Boiled Coffee

10 T. coffee

6 c. cold water

Egg to moisten grounds

Wash egg, break, and beat slightly. Moisten coffee grounds with same. Add crushed shell and cold water. Bring to a boil. Place in a warm place for ten minutes. Serve at once. The egg may be omitted.

Remarks:

Percolated Coffee

10 T. coffee

6 c. cold water

Fill the percolator with the water, put the coffee in the top of percolator, and let percolate for fifteen minutes or until of desired strength.

Remarks:

Tea

2 t. tea

2 c. boiling water

Scald the teapot. Put the tea in the teapot and pour on the boiling water. Let steep in a warm place for three minutes. Strain and serve at once.

Remarks:

BREADS

Biscuits, Muffins, Waffles, Griddle Cakes, etc.

Baking-powder Biscuits

2 c. flour

2 T. fat

4 t. baking powder

 $\frac{3}{4}$ c. milk

1 t. salt

Mix dry ingredients, sift twice. Cut fat into dry ingredients with two knives. Add liquid by mixing with knife to a soft dough. It is impossible to determine the exact amount of liquid, owing to differences in flour. Toss on a floured board, pat, and roll lightly to $\frac{1}{2}$ inch or 1 inch thickness. Shape with biscuit cutter. Place on a slightly floured pan and bake in a hot oven (450° F.) twelve to fifteen minutes.

Remarks:

Boston Brown Bread (Baked)

2 c. white flour	2 c. graham flour
2 c. bran	1 t. salt
$\frac{1}{2}$ c. sugar	$\frac{1}{2}$ t. soda
2 t. baking powder	1 c. molasses
1 egg	$\frac{1}{2}$ c. boiling water

Mix dry ingredients, add molasses to water, and combine mixtures. Add beaten egg and stir well. Bake one hour in moderate oven. (375° F.) Recipe makes 2 loaves.

Remarks:

Boston Brown Bread (Steamed)

1 c. rye meal	$\frac{3}{4}$ c. molasses
1 c. corn meal	2 c. sour milk
1 c. graham flour	If desired, 1 c. raisins
$1\frac{1}{4}$ t. soda	sprinkled with flour
3 t. baking powder	1 t. salt

Put molasses and milk together, then mix the dry ingredients thoroughly and add them to the liquid. Stir well. Bake in well-greased and covered one-pound baking-powder tins, filling them not more than two-thirds full. Steam for three hours.

Remarks:

Bread (Short Process)

$\frac{1}{4}$ cake compressed yeast	1 c. water (or equal quantities
1 t. sugar	of milk and water)
1 t. butter	1 t. salt
3 c. flour	

Have the water lukewarm (37° C.). Soak yeast cake in half of it until thoroughly blended. Pour remainder of water over salt, butter, and sugar in the mixing bowl. Add flour to make soft dough, place on board, and knead until smooth and elastic to touch. Place in a bowl in a warm place (37° C.) and let rise until double its original bulk. Shape into loaf, place in bread pan, and let rise at same temperature. When light, bake from forty to fifty minutes. Temperature of oven should range from 410° to 375° F.

Note: In order to secure rapid fermentation, an entire cake of yeast may be used in the laboratory work.

Remarks:

Bread (Long Process)

Long-process bread is made by setting a sponge. This means that in the first mixing, only about half the flour is used. This is allowed to stand until it is light and foamy (often is allowed to stand over night). Then the rest of the flour is mixed with it and the dough is then treated as if it were the first mixing in the short-process bread. Dry yeast is often used with this method.

Remarks:

Nut Bread

3 c. flour	$1\frac{1}{2}$ c. milk
6 t. baking powder	1 c. chopped nuts (English walnuts,
1 t. salt	pecans, or hickory nuts)
$\frac{1}{2}$ c. sugar	1 egg

Mix and sift the flour, baking powder, salt, and sugar. Add the milk, the beaten egg, and the nuts. Place in a well-greased bread pan, and let stand about one-half hour. Bake forty minutes in a moderate oven (375° F.).

Remarks:

Plain Muffins

2 c. sifted flour	2 T. sugar
3 t. baking powder	1 egg
1 t. salt	1 c. milk (or water)
2 T. liquid fat	

Sift dry ingredients together. Put egg into a bowl and beat slightly, add milk and liquid fat to the egg. Stir the dry ingredients into the liquid mixture, fill muffin pans one-half to one-third full and bake in a hot oven (450° F.) for twenty minutes.

Remarks:

Plain Sweet Milk Griddle Cakes

2 c. flour	1 egg
$\frac{1}{2}$ t. salt	2 c. milk
$3\frac{1}{2}$ t. baking powder	3 T. melted fat

Mix and sift all dry ingredients. Put the egg in a bowl and beat slightly. Add milk and melted fat. Mix the liquids into the dry ingredients and as soon as all particles are mixed, drop by spoonfuls on to a hot skillet or griddle. Let cook until full of bubbles and slightly browned around the edges. Turn with spatula or cake turner and cook other side.

Remarks:

Waffles

$1\frac{3}{4}$ c. flour	1 c. milk
3 t. baking powder	yolks of 2 eggs
$\frac{1}{2}$ t. salt	whites of 2 eggs
1 T. melted butter	

Mix and sift dry ingredients; add milk gradually, yolks of eggs well beaten, butter, and whites of eggs beaten stiff; cook on a greased, hot waffle iron.

Remarks:

CAKES, COOKIES, ETC.

Chocolate Loaf Cake

2 c. brown sugar	1 t. soda
$\frac{1}{2}$ c. butter	1 c. sour milk or buttermilk
2 squares Baker's chocolate	2 eggs
dissolved in $\frac{1}{2}$ c. boiling water	$2\frac{1}{2}$ c. flour

Cream butter, add sugar and cream. Add beaten eggs and chocolate dissolved in boiling water. (Cool the mixture before adding.) Add milk and flour (containing soda) alternately. Bake in moderate oven (375° F.)

Remarks:

Cup Cakes

$\frac{2}{3}$ c. butter	1 c. milk
2 c. sugar	$3\frac{1}{4}$ c. flour
4 eggs	4 t. baking powder

Put butter and sugar in a bowl, stir until well mixed; add eggs, then milk and flour mixed and sifted with baking powder. Bake in individual pans in a moderate oven (400° F.).

Remarks:

One-egg Cake

$\frac{1}{4}$ c. butter	$\frac{1}{2}$ c. milk
$\frac{1}{2}$ c. sugar	$1\frac{1}{2}$ c. flour
1 egg	$2\frac{1}{2}$ t. baking powder
$\frac{1}{2}$ t. vanilla	

Cream the butter, add sugar gradually, and egg well beaten. Mix and sift flour and baking powder. Add alternately with milk to first mixture. Bake in moderate oven (350° F.) for about thirty minutes.

Remarks:

White Cake

$\frac{1}{2}$ c. butter	$\frac{3}{4}$ c. cold water
$1\frac{1}{2}$ c. sugar	$2\frac{1}{4}$ c. flour
4 egg whites	3 t. baking powder
1 t. vanilla	Few grains salt

Cream butter, add sugar gradually. Mix and sift dry ingredients. Add alternately with water to first mixture. Fold in beaten whites of eggs. Put in greased pan and bake in moderate oven (350° – 375° F.) for about thirty minutes.

Remarks:

Angel Food Cake

$1\frac{1}{2}$ c. egg whites = 12 whites	1 c. flour
$1\frac{1}{2}$ c. sugar	$\frac{1}{4}$ t. salt
1 t. cream of tartar	1 t. vanilla

Beat egg whites until stiff and add sugar mixed with cream of tartar. Cut and fold in flour, mixed with salt, and add flavoring. Bake in an unbuttered angel food cake pan in a moderate oven (325° F.) for fifty to sixty minutes.

Remarks:

Sponge Cake No. 1

6 eggs	1 c. flour
1 $\frac{1}{4}$ c. sugar	$\frac{1}{4}$ t. salt
1 c. water	1 t. cream of tartar
1 t. vanilla or lemon juice	

Boil sugar and water until it threads. Pour over beaten whites of eggs to which cream of tartar has been added and beat slightly, as in boiled icing; to this add beaten egg yolks to which salt and vanilla have been added. Fold in flour. Bake in ungreased pan in a slow to moderate oven (325° F. to 350° F.) for forty-five minutes.

Remarks:

Sponge Cake No. 2

4 egg yolks	Grated rind of $\frac{1}{2}$ lemon
1 c. sugar	4 egg whites
1 t. lemon juice	$\frac{1}{2}$ t. salt
1 c. flour	

Beat yolks of eggs until thick and lemon-colored. Add the sugar and continue beating; then add flavoring. Beat mixture well. Add salt to egg whites and beat stiff. Sift flour several times. Add part of dry ingredients through sifter to yolk mixture, then some egg whites — repeat. Mix by cutting and folding ingredients. Turn at once into unoiled pan. Bake in moderate oven (325° F. to 350° F.) for fifty to sixty minutes.

Remarks:

English Fruit Cake

1 lb. butter	2 T. milk
1 lb. light brown sugar	3 lb. currants
9 eggs	2 lb. raisins, seeded and finely chopped
1 lb. flour	

2 t. mace	$\frac{1}{2}$ lb. almonds, blanched and
2 t. cinnamon	shredded
1 t. soda	1 lb. citron, thinly sliced and cut in strips

Cream the butter, add sugar gradually, and beat thoroughly. Separate yolks from whites of eggs; beat yolks until thick and lemon colored, whites until stiff and dry, and add to first mixture. Then add milk, fruit, nuts, and flour mixed and sifted with mace, cinnamon, and soda. Put in buttered pans which have been lined with paper, cover with buttered paper, steam three hours, and bake one and one-half hours in a slow oven (250° F.).

Remarks:

Date Bars

1 c. sugar	$\frac{3}{4}$ c. flour
3 eggs, beaten all together	1 t. baking powder
1 c. dates	1 t. vanilla
1 c. nuts, chopped or cut	Pinch of salt

Bake in a dripping pan in moderate oven (325° F.). When cool, cut in oblongs and roll in powdered sugar. These dry out quickly. Put in bread box with a slice of bread to keep moist.

Remarks:

Doughnuts

1 c. sugar	4 t. baking powder
$2\frac{1}{2}$ T. butter	$\frac{1}{4}$ t. cinnamon
3 eggs	$\frac{1}{4}$ t. nutmeg
1 c. milk	$1\frac{1}{2}$ t. salt
Flour to roll	

Cream the butter and add one-half sugar. Beat egg until

light, add remaining sugar and combine mixtures. Add $3\frac{1}{2}$ c. flour, mixed and sifted with baking powder, salt, and spices, then enough more flour to make a dough stiff enough to roll. Toss one-third of mixture on floured board, knead slightly, pat, and roll about $\frac{1}{4}$ inch thick. Shape with doughnut cutter, fry in deep fat (177° – 180° C.), and drain on paper. Doughnuts should come to top, quickly brown on one side, then be turned to brown on other. Avoid turning more than once.

Remarks:

Gingerbread

1 c. molasses	1 egg
$\frac{1}{3}$ c. butter	2 c. flour
$1\frac{3}{4}$ t. soda	2 t. ginger
$\frac{1}{2}$ c. sour milk	$\frac{1}{2}$ t. salt

Put butter and molasses in a saucepan and cook until boiling point is reached. Remove from fire, add soda, and beat vigorously. Then add milk, egg well beaten, and remaining ingredients mixed and sifted. Bake in a moderate oven (350° F.) for fifteen to twenty minutes.

Remarks:

Scottish Fancies

1 egg	1 c. rolled oats
$\frac{1}{2}$ c. sugar	$\frac{1}{3}$ t. salt
$\frac{2}{3}$ T. melted butter	$\frac{1}{4}$ t. vanilla

Beat egg until light, add gradually sugar, and then stir in remaining ingredients. Drop mixture by teaspoonfuls on a thoroughly greased inverted dripping pan one inch apart. Spread into circular shape with a case knife first dipped in cold water. Bake in a moderate oven (350° F.) until deli-

cately browned. To give variety, use $\frac{2}{3}$ c. rolled oats and fill cup with shredded coconut.

Remarks:

Spice Cookies

3 eggs	$\frac{1}{2}$ c. hot water
1 c. shortening	1 t. soda
2 c. sugar	1 t. nutmeg
1 c. nuts	1 t. cloves
1 c. chopped raisins	1 t. cinnamon
$\frac{1}{2}$ t. salt	

Flour to stiffen and drop from spoon on to a buttered baking sheet. Bake in a moderate oven (325° F. to 375° F.).

Remarks:

Sugar Cookies

$\frac{1}{2}$ c. butter	2 t. baking powder
1 c. sugar	$\frac{1}{4}$ c. milk
1 egg	$\frac{1}{2}$ t. salt
$2\frac{1}{2}$ c. flour	$\frac{1}{2}$ t. vanilla

Cream the fat and mix well with the sugar, add beaten egg and the flour, baking powder, and salt sifted together, alternating with the milk. Roll or shape as desired. Sprinkle with sugar and bake in a moderate oven (350° F. to 375° F.).

Remarks:

Walnut Cookies

2 c. brown sugar	3½ c. flour
1 c. melted butter and lard	1 t. baking powder
2 unbeaten eggs	1 t. soda
2 t. vanilla	1 c. chopped walnuts
1 t. salt	

Cream sugar and shortening, add eggs, one at a time, salt, vanilla, and flour into which has been sifted baking powder and soda. Add chopped walnuts. The mixture must be very stiff, pack down hard into bread tin, and set on ice over night. In the morning, slice very thin with a sharp knife and bake about fifteen minutes in a moderate oven (350° F. to 375° F.). This recipe makes about fifty cookies.

Remarks:

CANNING, JELLIES, JAMS, PICKLES, ETC.

To Sterilize Jars

Wash jars and fill with cold water. Set in kettle on rack or crumpled brown paper and surround with cold water. Heat gradually to boiling point, empty, and fill while hot. Boil lids with jars. Dip rubber bands in hot water, but do not allow them to stand. New rubbers should be used each season and care must be taken that the rims of covers are not dented or jars cannot be hermetically sealed.

Note: For detailed information concerning open-kettle, cold-pack, and hot-process methods of canning fruits and vegetables, see Farmers Bulletin No. 1471, U. S. Department of Agriculture, "Canning Fruits and Vegetables at Home." Superintendent of Public Documents, Washington, D.C., 5 cents.

Canned Tomatoes (Open-kettle method)

Wipe tomatoes, cover with boiling water, and let stand until skins may be easily removed. Cut in pieces and cook

until thoroughly scalded. Skim. Fill jars which have been sterilized according to directions. Seal jars.

Remarks:

Canned String Beans (Hot-pack method)

Pick over carefully, string, wash thoroughly, and cut into pieces of desired size. Add enough boiling water to cover and boil for five minutes in an uncovered vessel. Pack in containers boiling hot, cover with the water in which boiled, and add 1 t. salt to each quart. Process immediately at ten pounds pressure (240° F.) quart glass jars for forty minutes, pint glass jars for thirty-five minutes.

Remarks:

Syrups Used in Canning

In canning fruits it is advisable to prepare in advance the syrup which will be needed. The degree of concentration of the syrup recommended for different fruits varies and is designated as thin, medium, and thick.

For thin syrup, use one cup of sugar and three cups of water.

For medium syrup, use one cup of sugar to two cups of water.

For thick syrup, use one cup of sugar and one cup of water.

In each case the sugar and water are heated together and stirred carefully until the sugar is dissolved and the syrup brought to a boil. Fruit juice may be substituted for the water in the syrup with marked improvement in flavor.

Canned Peaches

In canning fruits, use a fourth to a third of the weight of the fruit in sugar and from two and a half to three cups of

water for each pound of sugar. Make a syrup by boiling the sugar and water together for three to five minutes. Scald the peaches by dipping in boiling water long enough to loosen the skin, peel, cut in halves, and remove the stones. Cook in syrup until soft, put in sterilized jars and seal.

Remarks:

Jelly Making

Pectin — How to Test for It

Alcohol Test. — *Do not use wood alcohol.* Mix one tablespoon of the cooked juice with one tablespoon of alcohol. Witch-hazel, which contains a high percentage of alcohol, may be used in place of the alcohol. If pectin is present, it will collect either in a solid mass (which indicates a large amount present), or in small particles (which indicates a small amount). This test should be watched carefully as the alcohol tends to dissolve the pectin in a short time.

Epsom Salts Test. — Mix together one teaspoon of cooked fruit juice, one-half teaspoon of sugar, and one-fourth teaspoon of Epsom salts. Stir until all are dissolved and let stand fifteen minutes. If the mixture sets in a jelly within this time, it is a good jellifying juice.

Sugar — Proportions to Use

For the following fruit juices, use one-half to three-fourths cup of sugar to one cup of juice:

Cranberry	Sour apple	Crab apple
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For the other fruits, use three-fourths cup of sugar to one cup of juice, *e.g.*:

Currant	Raspberry	Blackberry
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More jelly is spoiled by an excess than by a deficiency of sugar. When the amount of pectin is small, as shown by the test, either the proportion of sugar must be reduced, or the juice must be concentrated by boiling until a good pectin test is obtained.

Sugar — When and How to Add

Add the sugar to the fruit juice after it has been concentrated. The best results are obtained when the juice has been reduced to four-fifths its original volume or has been boiled ten minutes before the sugar is added. The impurities should be skimmed off the juice before the sugar is added.

Add the sugar hot. This is done in order to hasten the process. It may be heated by placing it in a pan in the oven or over steam. After the sugar is added to the concentrated fruit juice, it should be cooked quickly. Rapid cooking gives a clear jelly of tender texture.

Testing Jelly — When and How to Test

Make the first test five minutes after the hot sugar has been added to the concentrated juice.

Before making any of the tests suggested, remove the jelly from the flame, as it may become overcooked during the very short time required to make the test.

Cooling Test. — Remove the jelly from the fire, place a teaspoonful in a small dish, and cool quickly. If it can be "pushed back" with the spoon, the jelly is cooked enough.

Sheet or Paddle Test. — Remove the jelly from the fire, then take up a little of the boiling juice on a spoon or paddle. Allow it to cool slightly by gently moving it in the air for a few seconds, then pour back into the pan. Three stages will be noted:

First stage: sirupy, runs from the spoon.

Second stage: drops off the spoon or paddle in heavy drops.

Third stage: drops run together and cleave off spoon in a sheet or flake, leaving the spoon clean. When this stage is reached, the jelly is done.

Thermometer Test. — This is the most accurate of all tests. Fruit juices jell at 102° to 104° C., or 216° to 218° F.

Boiling Test. — This is the most inaccurate of all tests. However, an experienced cook can sometimes tell when jelly is done by the way it boils, but it takes practice to be able to do this.

Jelly Glasses — Preparing Them for the Jelly

The jelly glasses should be clean and hot. As they are subjected to a strain when the boiling jelly is poured into them, they should be kept in a pan of hot water, placed on a hot, dampened cloth or newspaper. When the jelly is done,

Table Showing How to Make Jelly from Some Fruit Juices Lacking in One or More Essentials

Jelly which is hard to make	Lacking in pectin or acid or both	To make jelly jell —
Apple, sweet	Lacks acid	Add 2 or 3 slices of lemon or Add lemon juice or Add any fruit juice containing acid
Cherry	Lacks right kind of acid	Add equal quantities of sour-apple juice
Elderberry	Lacks acid and pectin	Add equal quantities of sour-apple or crabapple juice or Add homemade pectin and lemon juice
Peach	Lacks acid	Add lemon juice or Add equal quantities of third extraction of sour-apple or crabapple juice
Pear	Lacks acid	Same as for peach
Pineapple	Lacks pectin	Add homemade pectin or Add equal quantities of sweet-apple juice or Add commercial pectin
Rhubarb	Lacks pectin	Same as for pineapple
Strawberry	Lacks right kind of acid	Add equal quantities of sour-apple juice

it should be quickly removed from the stove and poured into the sterilized glasses. No time should be lost, or the jelly may harden in the pan.

Jelly Glasses — Sealing

When the jelly is cold and set, pour hot melted paraffin over the top. Cover the glass with a tight-fitting metal cover or with a heavy paper tied over the top. Label and store in a cool, dry place.

Jam and Fruit Butter

(May be a by-product of jelly)

Frequently after jelly is made, the pulp remaining is used for making jam, butter, or conserve.

A fruit butter is made from fruits such as peach, plum, pear, or apple, stewed to a smooth consistency.

A fruit jam is usually made of berry fruits, such as raspberry, blackberry, or strawberry.

Jams should be cooked rapidly in an enamel pan and stirred with a wooden spoon. Stir frequently, being careful to move the mixture from the bottom of the pan. Do not stir too rapidly nor beat the mixture. Jam may be cooked in a very moderate oven with good results.

Peach Jam

4 lb. peaches (skins and	2 lb. sugar
seeds removed)	1 c. peach or apple juice

Spices —

1 t. allspice	3 t. cinnamon
2 t. cloves	1 inch ginger root

Tie spices into cheesecloth bag.

Prepare peaches by washing and scalding to remove skins and then put them through a meat grinder. Cook together all materials listed above until the jelly stage is reached. Use the jelly test. Remove spice bags. Pack the jam while hot into sterilized jars, clamp on hot caps, and put away to cool. Label and store.

Remarks:

Fruit Marmalade

A marmalade is a product which has a jelly-like consistency and contains fruit in comparatively large pieces.

General rule for making marmalade:

To each pound of cooked fruit, add one-half pound of sugar. Boil one to three hours, or until the jelly stage (cooling test) is reached. Pour into hot sterilized glasses and seal at once.

Grapefruit Marmalade

1 orange

1 grapefruit

1 lemon

Sugar

Wash and shred or grind the fruit. Measure and add three parts water to one part fruit. Let stand over night. Add sugar and boil until jelly test can be made. Seal in hot sterilized glasses.

Remarks:

General Rules for Pickling Fruits and Vegetables

Clean the pickles thoroughly by washing in several waters, remove all stem ends, and sort according to size.

Do not boil the vinegar too long, not over ten to fifteen minutes, for it loses its strength.

Keep the pickles covered with vinegar in good, clean glass or stone jars. Use only the purest spices and the best cider vinegar. Whole spices are better to use than ground spices. If ground spices are used, tie them in a small muslin bag.

Sweet Pickled Peaches

$\frac{1}{2}$ peck of peaches

1 pt. vinegar

$\frac{1}{2}$ lb. brown sugar

1 oz. stick of cinnamon

Scald the peaches, peel them, and stick them with four cloves. Cook until tender a few of them at a time, in a syrup

made by boiling together the sugar, cinnamon, and vinegar. Put in jars and seal.

Remarks:

CEREALS

Breakfast Cereals

(As a guide for table below, use directions on packages)

Table for Cooking Cereals

<i>Kind</i>	<i>Quantity</i>		<i>Water</i>	<i>Time</i>
	<i>Before</i>	<i>After</i>		

Baked Hominy, Southern Style

$\frac{3}{4}$ c. fine hominy	$\frac{1}{4}$ c. butter
1 t. salt	1 T. sugar
1 c. boiling water	1 egg

Mix water and salt and add hominy gradually, while stirring constantly. Bring to boiling point and let boil two minutes. Then cook in double boiler until water is absorbed. Add 1 c. milk, stirring thoroughly and cook one hour. Remove from range and add butter, sugar, egg slightly beaten,

and remaining milk. Turn into a buttered dish and bake in a slow oven one hour.

Remarks:

Macaroni or Spaghetti with Tomato Sauce

Break the macaroni or spaghetti into short lengths. Cover with plenty of boiling water and boil until soft, twenty to thirty minutes. Turn into a sieve and drain thoroughly. Place in a serving dish and cover with tomato sauce. Grated cheese may be added.

Remarks:

Macaroni or Spaghetti with Cheese

Put a layer of boiled macaroni or spaghetti into a buttered baking dish, sprinkle with grated cheese, season, repeat. Pour over white sauce, cover with buttered crumbs, and bake until crumbs are brown.

Remarks:

Peppers Stuffed with Macaroni, Spaghetti, or Rice

6 green peppers	1 c. thin white sauce
1 c. cooked macaroni, spaghetti, or rice	$\frac{1}{2}$ c. grated cheese

Prepare peppers for stuffing. Mix macaroni, spaghetti, or rice with white sauce and cheese. Fill peppers, put buttered crumbs on top, and bake until brown.

Remarks:

Boiled Rice

1 c. rice
1 T. salt

2 qt. boiling water

Pick over rice and wash until freed from excess starch or water is clear; add slowly to boiling, salted water so as not to check boiling of water. Boil thirty minutes or until soft. Drain in strainer and pour over 1 qt. hot water. Return to kettle in which it was cooked; cover; place on back of range and let stand to dry off, when kernels are distinct. Use a fork in stirring rice to avoid breaking kernels.

Remarks:

Spanish Rice

3 slices bacon
1 green pepper
1 red pepper
Seasoning to taste

1 large onion
2 or 3 stalks celery
1 qt. tomatoes
1 c. uncooked rice

Wash and cook rice in boiling, salted water. Cut peppers, onion, and celery in pieces, add to tomatoes and combine with rice. Put in casserole — place strips of bacon across top and bake with lid on one hour. Remove lid and finish cooking (about one-half hour).

Remarks:

CONFECTIONS

Candies, Sugar Cookery, Icings, Salted Nuts, etc.

Facts Concerning Sugar

1. The Sugar Family is made up of three groups:
 - a. Simple sugars; b. Complex sugars; c. More complex sugars.

2. Some examples of each group are:

a. simple { glucose honey	b. complex { cane sugar beet sugar milk sugar maple sugar
c. more complex { starch dextrin cellulose	

Karo corn syrup, cane syrup, and molasses are a mixture of simple and complex sugar.

3. The simple sugars crystallize more slowly and in much smaller granules than the complex sugars.

4. Complex sugars may be partially or totally changed into simple sugars by (a) digestive juices, (b) boiling in water, (c) acids.

5. By the addition of simple sugars to complex sugars, the sugar mixture will crystallize in smaller granules.

6. A saturated sugar solution has in it all the sugar it will hold put in at a given temperature.

7. The same sugar solution at a high temperature may be saturated and at a lower temperature will be supersaturated.

8. A supersaturated solution crystallizes quickly and in large granules if a granule of cane or beet sugar is added to it while hot or if it is stirred while hot.

9. A hot supersaturated sugar solution crystallizes in larger granules and more quickly than a cool supersaturated solution.

Caramels

1 c. sugar

$1\frac{1}{2}$ c. cream

$\frac{3}{4}$ c. glucose

Mix sugar, glucose, and $\frac{1}{2}$ c. cream. Cook to soft-ball stage (114° C.), then add another $\frac{1}{2}$ c. cream and cook again to soft-ball stage. Add the last $\frac{1}{2}$ c. cream and cook to 118° C. During the last cooking, take great care to keep mixture from burning. Turn into a buttered pan, cool, and mark in small squares. When cold, cut the squares and wrap each in oiled paper.

Remarks:

Fondant

Dissolve 1 c. of sugar in $\frac{1}{2}$ c. water. Add $\frac{1}{8}$ t. of cream of tartar. Boil to the soft-ball stage. Remove all crystals forming on the edge of the pan during the cooking with a moist cloth wrapped about a fork. Pour on a cold plate and when cool, flavor, beat with a spoon, and mold with the hands until mass is smooth and creamy. Cover closely and set aside for at least twenty-four hours, when it may be handled as desired.

Remarks:

Fudge

2 c. sugar	$\frac{2}{3}$ c. milk
2 squares chocolate	1 t. vanilla
$\frac{1}{8}$ t. cream of tartar or	1 T. butter or butter substitute
2 T. corn syrup or glucose	

Mix the sugar, milk, grated chocolate, cream of tartar or corn syrup, and boil slowly, stirring until the ingredients are well blended. Boil to the soft-ball stage. Remove from the stove, add the butter, but do not stir. When the mixture is luke-warm, add the vanilla and beat until it creams. Spread in a buttered pan.

Remarks:

Salted Almonds

Shell almonds. Pour boiling water over them and let stand until skins can be pushed off readily. (This is called blanching.) Drain and remove outer skin. Sauté in butter, being careful not to scorch, and sprinkle with salt.

Remarks:

Boiled White Icing

1 c. sugar

1 egg white

 $\frac{1}{2}$ c. water

Cook sugar and water together until it forms a soft ball in cold water. Gradually pour over the beaten white of one egg. Beat it until creamy. If too soft, put in top of double boiler and cook, stirring constantly until of right consistency to spread.

Remarks:

Chocolate Icing or Filling

 $1\frac{1}{2}$ square chocolate $\frac{1}{4}$ c. cream or milk and butter

1 egg yolk

 $\frac{1}{2}$ t. vanilla

1 c. confectioners' sugar
or light brown sugar

Melt the chocolate over hot water in a double boiler. Add the milk and cook together, stirring until the mixture is thick and creamy. Add sugar combined with beaten egg yolk. Stir until smooth and cook five minutes. Remove from heat and add flavoring. Cool before spreading on cake.

Remarks:

Confectioners' Frosting

Boiling water, milk, cream, butter, or fruit juice

 $1\frac{1}{4}$ c. confectioners' sugar

Flavoring

Add to sifted sugar, liquid or butter to make of right consistency to spread. Flavor. This recipe will frost one loaf or twelve little cakes.

Remarks:

DESSERTS

Puddings, Custards, Ice Creams, Gelatin Desserts, and Pastries

Chocolate Blanc Mange

2 c. milk	1 square chocolate
$\frac{1}{4}$ c. cornstarch	$\frac{1}{4}$ c. boiling water
$\frac{3}{8}$ c. sugar	$\frac{1}{2}$ t. vanilla
$\frac{1}{3}$ t. salt	

Scald the milk in double boiler. Mix sugar and cornstarch and salt. Add the hot milk slowly to the sugar and cornstarch mixture, stirring rapidly. Return to double boiler and cook thirty minutes, stir rapidly until the mixture thickens. Have the chocolate melted and blended with the boiling water. Add this to the cornstarch mixture just before taking from fire. Add vanilla. Pour into mold and chill.

Remarks:

Chocolate Bread Pudding

1 c. bread crumbs	$\frac{1}{3}$ c. sugar
2 c. scalded milk	1 egg
1 square chocolate	$\frac{1}{4}$ t. salt
$\frac{1}{4}$ c. boiling water	$\frac{1}{2}$ t. vanilla

Add the bread crumbs to the scalded milk and allow them to soak until soft. Cut the chocolate in pieces, add the boiling water to it, and cook gently until a smooth paste is formed. When the crumbs are soft, add the chocolate and the remaining ingredients. Pour the mixture into a buttered baking dish. Bake the pudding slowly until it becomes firm and golden brown.

Remarks:

Cottage Pudding

$\frac{1}{4}$ c. butter	1 c. milk
$\frac{2}{3}$ c. sugar	$2\frac{1}{4}$ c. flour

1 egg
1 t. salt

4 t. baking powder

Cream the butter, add sugar gradually, and egg well beaten; mix and sift flour, baking powder, and salt; add alternately with milk to first mixture. Turn into buttered cake pan and bake thirty-five minutes. Serve with vanilla, lemon, or chocolate sauce.

Remarks:

Baked Custard

1 pt. milk	$\frac{1}{8}$ t. salt
2 or 3 eggs	2 T. caramel syrup or
$\frac{1}{4}$ c. sugar	$\frac{1}{8}$ t. nutmeg or 1 t. vanilla

Scald the milk in a double boiler. Beat the egg *slightly*, add the sugar and salt, and mix. Add the hot milk to this mixture. Strain, flavor, and pour into cups. Place cups in a pan of hot water, and bake in a moderate oven until firm.

When eggs are expensive, omit one or two from a custard recipe. Substitute $\frac{1}{2}$ T. cornstarch for each omitted egg.

Remarks:

Soft Custard

1 pt. milk	$\frac{1}{4}$ c. sugar
2 eggs or yolks of 3	$\frac{1}{8}$ t. salt
$\frac{1}{2}$ t. vanilla	

Mix the materials in the same way as for baked custard. Instead of pouring into cups, return it to the double boiler and cook (stirring constantly) until it thickens or forms a coating over the spoon. Strain, cool, and flavor.

Remarks:

Floating Island

Make a soft custard, using the yolks of three eggs, as above. Beat egg whites until stiff and beat into them 2-4 T. sugar. Serve the custard in glass dishes with spoonfuls of the meringue floating on top.

Remarks:

Prune Whip

(Any fruit may be used in same way.)

Method I.

$\frac{1}{3}$ lb. prunes (15 prunes)	$\frac{1}{2}$ c. sugar
Whites of 5 eggs	$\frac{1}{2}$ T. lemon juice

Wash prunes and soak for several hours in cold water. Cook in same water until soft. Remove stones and rub prunes through a strainer. Add sugar and cook five minutes. Mixture should be consistency of marmalade. Beat whites of eggs until stiff. Add prune mixture and lemon juice when cold. Pile lightly in buttered baking dish and bake twenty minutes in a slow oven. Serve with soft custard or whipped cream.

Method II.

$\frac{1}{3}$ lb. prunes	$\frac{1}{2}$ c. sugar
1 egg white unbeaten	$\frac{1}{2}$ T. lemon juice

Prepare prunes as above. Combine all ingredients and beat briskly with wire egg beater for fifteen or twenty minutes until light and fluffy.

Remarks:

Ice Cream

2 c. milk	$\frac{3}{4}$ c. sugar
2 c. thin cream	1 t. vanilla
$\frac{1}{4}$ t. salt	

Add sugar to small portion of the milk and beat until dissolved. Cool. Add remainder of ingredients including one of the binders given below. Freeze.

Binders:

1. 1 T. gelatin
2. 1 egg and 2 T. flour or 1 T. cornstarch
3. 2 eggs (make soft custard of eggs, milk, and sugar)
4. Substitute cream for milk

Remarks:

Apricot Ice

- | | |
|------------|------------------------------|
| 4 c. water | 2 c. apricot pulp |
| 2 c. sugar | $\frac{1}{4}$ c. lemon juice |

Make a syrup by boiling sugar and water five minutes. Add strained fruit, cool mixture, and freeze.

Remarks:

Apricot Sherbet

- | | |
|-------------------|------------------------------|
| 4 c. water | $\frac{1}{4}$ c. lemon juice |
| 2 c. sugar | 2 egg whites or |
| 2 c. apricot pulp | 1 c. cream or |
| | 1 T. gelatin |

Make a syrup by boiling sugar and water five minutes. Add strained fruit, cool mixture, and freeze until mixture begins to thicken. Then add beaten egg white or cream and continue freezing. If gelatin is used, soak in cold water and dissolve in boiling water and add at beginning.

Remarks:

Lemon Jelly

2 T. gelatin	$\frac{3}{4}$ c. sugar
1 c. cold water	$\frac{1}{2}$ c. lemon juice
2 c. boiling water	

Soak gelatin in cold water five minutes and dissolve in boiling water. Add sugar and stir until dissolved; then add lemon juice. Strain into mold, and chill.

Remarks:

Snow Pudding

1 T. gelatin	1 c. sugar
$\frac{1}{4}$ c. cold water	3 egg whites
1 c. boiling water	$\frac{1}{4}$ c. lemon juice

Soak gelatin in cold water, dissolve in boiling water, add sugar and lemon juice, strain, and set aside in a cool place. When slightly thickened, beat until frothy. Add whites of eggs beaten stiff, and continue beating. Set aside to stiffen. Mold. Serve with soft custard.

Remarks:

Orange Bavarian Cream

1 T. gelatin	1 c. sugar
$\frac{1}{2}$ c. cold water	1 c. orange juice
$\frac{1}{2}$ c. boiling water	Juice from $\frac{1}{2}$ lemon
1 c. cream (whipped)	

Soak gelatin in cold water. Pour boiling water over gelatin and add the sugar and fruit juice. When cool and beginning to congeal, whip until frothy. Add whipped cream.

Remarks:

Spanish Macaroon Cream

2 T. gelatin	$\frac{1}{4}$ c. sugar
$\frac{1}{2}$ c. cold water	$\frac{1}{8}$ t. salt
2 c. scalded milk	1 c. cream (whipped)
3 egg yolks	$\frac{2}{3}$ c. macaroon crumbs

Soak gelatin in cold water. Make a soft custard of the scalded milk, egg yolk, sugar, and salt. While custard is hot, pour over the soaked gelatin. When this mixture cools and begins to harden, add the whipped cream. Sprinkle the macaroon crumbs, which have been browned in the oven, on top.

Remarks:

Pies

Paste for pies should be one-fourth inch thick and rolled a little larger than the plate to allow for shrinking. In dividing paste for pies, allow more for upper than under crust. Always perforate upper crusts that steam may escape. Where two pieces of paste are put together, the under piece should be brushed with cold water, the upper piece placed over and the two pressed lightly together, otherwise they will separate during baking. Pies require from thirty-five to forty-five minutes for baking in a moderate oven.

Two-crust Pies

Line plate with paste, fill with fruit, cooked or uncooked, and sweeten to taste. If fruit is juicy, mix flour with sugar. Butter is sometimes added in making apple pie. Follow directions for placing top crust as given above.

Remarks:

Pastry (Pie Crust)

$1\frac{1}{2}$ c. flour	$1\frac{1}{2}$ t. salt
$\frac{1}{2}$ c. shortening	Cold water

Add salt to flour, cut shortening into this until the mixture is of a mealy consistency. Add enough water to form a smooth dough. Turn dough on a slightly floured board and roll out $\frac{1}{8}$ inch thick.

Remarks:

One-crust Pies

Line plate with paste, pierce with fork, and bake in a hot oven. Fill with cream, chocolate, or lemon filling, cover with meringue, and bake in slow oven.

Remarks:

Apple Pie

4 or 5 sour apples	$\frac{1}{8}$ t. salt
$\frac{2}{3}$ c. sugar	1 t. butter
$\frac{1}{4}$ t. grated nutmeg	1 t. lemon juice
	Few gratings of lemon rind

Line pie pan with pie pastry. Pare, core, and cut apples into eighths or smaller and fill in pastry. Mix sugar, nutmeg, salt, lemon juice, and grated rind, and sprinkle over apples. Dot over with butter. Wet edges of under crust, cover with upper crust, and press edges together. Bake forty to forty-five minutes in moderate oven (350° F.).

Remarks:

Cream Puffs

$\frac{1}{2}$ c. butter	3 eggs
1 c. hot water	1 c. flour

Melt butter in hot water and while boiling, beat in the flour. Remove from stove and cool. Stir in three eggs, unbeaten, one at a time. Stir until thoroughly mixed. Drop by tablespoons on greased baking sheets and bake in a moderate oven (375° F.) thirty-five to forty minutes. When cool, slit one side open and fill with cream filling or whipped cream.

Remarks:

FRUITS

Baked Apples

Select sound apples. Core, and place sugar in each cavity. Place in baking dish, add water to cover the bottom of the pan, and bake in a moderate oven until soft.

Baked apples may be varied by filling the centers with brown sugar and raisins, red cinnamon candies instead of sugar, marshmallows, marmalade or jelly, nuts, raisins, and canned or fresh berries. Meringues, custard sauce, whipped cream, and marshmallow sauce may be used as a garnish.

Remarks:

Dried Fruits — Prunes, Apricots, Peaches, etc.

Wash and pick over fruit. Put in a saucepan, cover with cold water, and soak two hours; then cook until soft in same water. When nearly cooked, add sugar to sweeten. A small quantity of lemon juice may be added.

Remarks:

Cranberry Jelly

4 c. cranberries

1 c. water

1 $\frac{1}{4}$ c. sugar

Pick over and wash the cranberries. Put in a stew pan with the boiling water and boil twenty minutes. Rub through a sieve, add sugar, and cook five minutes. Turn into a mold and cool.

Remarks:

Cranberry Sauce

3 c. cranberries

1 c. water

1½ c. sugar

Pick over and wash the cranberries. Put in a stew pan, add the water and sugar, and boil ten minutes or until the skins are broken. Skim and cool.

Remarks:

MEAT, POULTRY, FISH, AND EGGS

Rib Roast

Wash roast, dredge with flour, and rub with salt and pepper. Place in oven with the fatter side of roast up. Suet may be placed on top if roast is lean. Sear roast in hot oven (450° to 500° F.), lower heat to 425° F. and cover. Time required — twenty minutes per pound. Baste occasionally to prevent drying out.

Remarks:

Porterhouse Steak

Wash and remove excess fat. Place meat on broiler. Broil over glowing coals or in the broiling oven. The meat should be seared on both sides. Finish cooking the meat by holding

it farther away from the coals or gas flame and turn meat about every ten seconds. Steak two inches thick should be cooked *at least* ten minutes. Season, place on platter (hot), and serve at once.

Remarks:

Rolled Flank Steak

Wipe and score a flank of beef. Make a bread dressing and spread on meat which has been seasoned with salt and pepper. Roll the steak with the grain and tie securely with string. Place several strips of bacon over top, put in roasting pan, add one cup of water (this will vary with the size of the pan), and place in a moderate oven and bake until tender — approximately two hours.

Remarks:

Swiss Steak

Place on a meat-board a piece of steak one and one-half inches thick or thicker, cut from the round. Wipe the meat with a damp cloth and pound flour into it, using the dull edge of a heavy saucer or small plate. Pound thoroughly on both sides.

Have a frying pan hot. In this, place some fat and when it is melted, place the meat in the pan. Brown the meat on both sides and sprinkle it with salt and pepper. Add boiling water to half cover the meat. Tomato juice may be used instead if desired. Chop onion, green peppers, and carrots, and place over and around the meat. Cover and place in slow oven or fireless cooker — may cook on top of stove. Cook until the meat is tender — time depends upon toughness and thickness of cut.

Remarks:

Beef Stew

1½ lb. shank, neck, plate,	1 small onion
flank, rump, or brisket	⅓ c. cubed carrots
¼ c. flour	⅓ c. cubed turnips
1½ t. salt	4 c. potatoes, cut in quarters
¼ t. pepper	2 c. tomatoes

Wipe meat, remove from bone, cut in cubes of about one and one-half inches. Mix flour with salt and pepper and dredge the cubes of meat with it and brown in fat. Put the meat, with the melted fat in which it was browned, into a stewpan with enough boiling water to cover the meat, and simmer until the meat is tender (about three hours). The carrots, turnips, and onions are to be added during the last hour of cooking, and the potatoes and tomatoes twenty minutes before serving.

Remarks:

Broiled Chops

Pork or lamb chops. Wipe with a damp cloth and place on rack for broiling. Sear on both sides, reduce heat, and cook until well done. Season and serve. Chops may be broiled in a hot ungreased frying pan.

Remarks:

White Soup Stock

4 lb. knuckle of veal or shank	½ t. pepper corns
2 qt. cold water	1 onion
1 T. salt	1 t. celery salt
f. g. mace	

Wash meat, put meat, bone, water, and seasonings in kettle. Heat gradually to boiling point. Simmer four or

five hours. Excess fat may be removed by skimming off top. Strain.

Remarks:

Pot Roast

3 or 4 lb. chuck, round, rump, or brisket	Flour 3 t. salt
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If the meat is not in a solid piece, skewer or tie it into shape, wipe it with a damp cloth, and roll it in flour. Heat the fat in a frying pan, put in the meat, and brown on all sides. Transfer the meat, after it is brown, to a kettle deep enough to hold meat, add one cup of hot water, cover and cook four hours, adding more hot water as needed. Turn several times during the cooking. Vegetables may be added the last half hour of cooking if desired. If not, thicken the stock for gravy.

Remarks:

Veal Cutlets

Clean meat, remove bone and tough membrane. Cut meat into pieces for serving. Bread cutlets with egg and bread crumbs. Salt and pepper. Put two tablespoons of fat in frying pan. Brown cutlets in fat. Cook until done. Veal cutlets may be served with a sauce such as tomato or Worcestershire sauce.

Remarks:

Bacon

Place strips of thinly cut bacon, from which the rind has

been removed, in hot frying pan and cook until it is crisp and brown. Drain on paper.

Remarks:

Fried Liver

Remove from slices of calf's liver the thin outside skin and veins. Sprinkle with salt and pepper, dredge with flour, and sauté in bacon fat.

Remarks:

Baked Heart

Wash heart, remove veins, arteries, and clotted blood. Stuff with dressing (use fish dressing) and sew. Sprinkle with salt and pepper, roll in flour, and brown in hot fat. Place in baking pan and half cover with boiling water, cover closely, and bake slowly two hours, basting often. It may be necessary to add more water. Remove heart from pan, and thicken the liquor with flour diluted with a small quantity of cold water, season with salt and pepper, and pour around the heart before serving.

Remarks:

Braised Fresh Tongue

Put tongue in kettle, cover with boiling water, and cook slowly two hours. Take tongue from water and remove skin and roots. Place in deep pan and surround with $\frac{1}{3}$ c. each of carrots, onion, and celery cut in dice. Then pour over 4 c. sauce (see next page). Cover closely and bake two hours.

Sauce for Tongue

Brown $\frac{1}{4}$ c. butter, add $\frac{1}{4}$ c. flour, and add gradually 4 c. water in which tongue was cooked. Season.

Remarks:

Creamed Sweetbreads

Remove sweetbreads from paper as soon as received from market, plunge into cold water, and allow to stand one hour. Drain and put into acidulated salted boiling water, then allow to cook slowly twenty minutes. Again drain and plunge into cold water that they may be kept white and firm. Sweetbreads are always parboiled in this manner for subsequent cooking.

Cut parboiled sweetbreads in cubes or separate in small pieces. Reheat in medium thick white sauce. Serve on toast or in patty cases.

Remarks:

Chicken

Fried Chicken

Cut chicken into pieces, dip each piece quickly into cold water, then sprinkle with salt and pepper, and roll in plenty of flour. Have some cooking oil or other fat heated very hot in a frying pan and sauté the chicken until each piece is brown on both sides and well done (one-half to one hour). Drain the pieces well and arrange on a warm platter.

Chicken Gravy

Pour out of the pan, in which the chicken has been sautéd, all but two tablespoons of fat, add two tablespoons of flour,

then one cup of milk, and boil till thick, season with salt and pepper. The giblets may be cut up in this if desired.

Remarks:

Fricassee Chicken

Method I.

Cut up fowl. Sprinkle with salt and pepper, dredge with flour, and sauté in fat. Partially cover with boiling water, cover, and cook slowly until tender. Thicken stock, and serve with chicken.

Method II.

Cut up fowl. Put in kettle, cover with boiling water, and cook slowly until tender. Remove from water, sprinkle with salt and pepper, dredge with flour, and sauté in fat. Reduce stock to two cups and thicken. Serve with chicken.

Remarks:

Roast Chicken

Remove feathers immediately after killing. Remove tendons by cutting carefully the skin of the leg one and one-half inches below the joint and using a skewer to pull them out. Cut off head and feet. Remove pin feathers, singe hairs, and remove oil bag. Make an incision just below the end of the breastbone, loosen the organs, and remove entrails, giblets, gall bladder, lungs, kidneys, crop, and windpipe. Cut neck off close to body, but leave the skin long enough to fasten at back. Wash fowl. Hold fowl under faucet and allow water to rinse the inside. Stuff with dressing from the lower and neck ends. Sew opening. Truss by tying the legs firmly over the tail and fastening the wings to the body with skewers. Rub salt on fowl, and butter and flour mixture on legs and breast. Dredge pan with flour. Place fowl in hot oven and reduce

the heat later and cover the fowl. Baste often. When breast is tender, the fowl is done.

Remarks:

Dressing (Roast Chicken)

Method I.

2 c. bread crumbs (soft)	$\frac{1}{4}$ t. pepper
$\frac{1}{2}$ c. butter or melted chicken fat	$\frac{1}{2}$ t. ground sage
1 t. salt	Water to moisten

Method II.

2 c. cracker crumbs	2 c. scalded milk
2 c. bread crumbs (soft)	2 eggs
1 c. butter	Salt, marjoram, and pepper to season

Remarks:

Stewed Chicken

Dress, clean, and cut up a fowl. Put in a stewpan, cover with water, and cook slowly until tender, adding one-half tablespoon salt and one-eighth teaspoon pepper when fowl is about half cooked, thicken stock with white sauce or flour. If desired richer, butter may be added. Serve with dumplings.

Remarks:

Dumplings

2 c. flour	1 t. salt
4 t. baking powder	2 t. butter
$\frac{3}{4}$ c. milk	

Mix and sift dry ingredients. Work in butter with tips of fingers and add milk gradually, using knife for mixing. Toss on floured board, pat, roll out to one-half inch in thickness. Shape with biscuit cutter. Place dumplings on top of meat and cook.

Remarks:

Fish

Baked Fish

Dress, bone, and stuff the fish and sew up the opening with a trussing needle. If a white or medium fat fish is used, cut three or more slits in its sides and insert a strip of salt pork in each. Fat fish needs no larding; it has fat enough in itself. In order to have the fish cook evenly, it is better to keep it upright; pass a piece of twine through the head, the middle of the body, and the tail, and draw the fish into the shape of a letter S, which gives it a broader base. Place the fish in a baking pan, dredge with salt, pepper, and flour and a few pieces of salt pork; place in a hot oven, add a cup of boiling water, and cover. Bake until fish will flake apart when tried with fork (approximately fifteen minutes per pound).

Remarks:

Stuffing for Fish

Mix ingredients in order given.

2 c. bread crumbs

2 t. chopped parsley

2 t. chopped onion

2 eggs slightly beaten

$\frac{1}{4}$ c. melted butter

A little hot water to moisten

Remarks:

Baked Halibut — Tomato Sauce

2 lb. halibut

$\frac{1}{2}$ T. sugar

2 c. tomatoes

3 T. butter

1 c. water

3 T. flour

1 slice onion

$\frac{3}{4}$ t. salt

3 cloves

$\frac{1}{8}$ t. pepper

Cook twenty minutes tomatoes, water, onion, cloves, sugar. Melt butter, add flour, and stir into hot mixture. Add salt and pepper, cook ten minutes, and strain. Clean fish, put in baking pan, pour around half the sauce, and bake thirty-five minutes, basting often. Remove to hot platter, pour around remaining sauce, and garnish with parsley.

Remarks:

Codfish Balls

1 c. salt codfish

1 egg

2 c. potatoes (heaping)

$\frac{1}{2}$ T. butter

$\frac{1}{8}$ t. pepper

Wash fish in cold water, and pick into very small pieces. Wash, pare, and cook potatoes, cutting in pieces of uniform size before measuring. Cook fish and potatoes in boiling water to cover until potatoes are nearly soft. Drain thoroughly, mash carefully, add butter, well-beaten egg, and pepper. Beat with fork. Take by spoonfuls and fry one minute in deep fat; drain on brown paper.

Remarks:

Scalloped Oysters

Look over oysters carefully and remove all shells. Wash. Put a thin layer of buttered cracker crumbs in bottom of shallow baking dish, cover with oysters, and sprinkle with salt and pepper; add another layer of buttered cracker crumbs, cover with oysters as before, and cover top with buttered cracker crumbs. Moisten thoroughly with milk and bake in hot oven about thirty minutes. Never allow more than two layers of oysters for scalloped oysters. Why?

Remarks:

Oyster Stew

1 pt. oysters	$\frac{1}{4}$ c. butter
4 c. scalded milk	$\frac{1}{2}$ T. salt
$\frac{1}{8}$ t. pepper	

Carefully pick over oysters and remove all shells. Clean by placing in a colander or sieve and pouring over them cold water. Put oysters in stewpan and cook slowly until oysters are plump and edges begin to curl. Add oysters, butter, and seasonings to scalded milk. Strain oyster liquor and add it also. Serve with crackers which have been made crisp by heating in oven.

Remarks:

Eggs

Fried Eggs

Heat frying pan. Put in small amount of fat; when melted, slip in an egg and cook until white is firm. A small amount of water may be added and cover put on to steam over top of yolk. Season.

Remarks:

Scrambled Eggs

Heat frying pan, put in small amount of fat, and when melted, add unbeaten eggs. Cook until white is partially set, then stir until cooking is completed when whites will be thoroughly set. Season. 1 T. of milk may be added for each egg and eggs may be slightly beaten before cooking, if desired.

Remarks:

Poached Eggs

Drop egg in greased muffin ring into salted water just below boiling point, being sure egg is completely covered with water and cook until white is set. Season.

Remarks:

Foamy Omelet

Separate yolks from whites. To yolks, add seasonings and one scant tablespoon of milk. Beat whites until stiff and cut and fold in first mixture. Place in greased, warm frying pan and cook slowly. When well puffed and delicately browned underneath, place pan in oven to finish cooking on top. Fold and turn on hot plate.

Remarks:

• Soft-cooked Eggs

Drop egg in water which is just below boiling and allow it to stay at this temperature for five minutes or boil for three minutes.

Remarks:

WHAT TO SERVE WITH MEATS AND FISH

Name	Seasoning	Sauce	Vegetable	Dressing
Beef	Salt Pepper Butter Oleomargarine Onion	Mushroom Worcestershire Chili Sauce Mayonnaise	Onion Tomatoes Asparagus String Beans Spinach	Yorkshire Pudding
Pork	Salt Pepper Curry Powder Apples	Apple Sauce Curry Sauce Ketchup Chili Sauce	Sweet Potato Greens Turnips Sauerkraut Cauliflower	Bread and Sage Dressing
Mutton	Salt Pepper Curry Powder Capers	Caper Sauce Currant Jelly Mint Sauce Orange Sauce	Turnips Wax Beans Spinach Peas Celery	Bread and Celery
Fish	Salt Pepper Pimento	Tabasco Sauce Tomato Sauce Tartar Sauce	Tomato Asparagus Peas Spinach	Dry Sausage Dressing Corn Meal and Celery
Poultry	Salt Pepper Pimento	Cranberry Black Currant Egg Sauce	Baked Onion Scalloped Tomato Corn Fritter Squash Peas	Dry Sausage Dressing Chestnut Dressing

Hard-cooked Eggs

Drop egg in water which is just below boiling and allow it to stay at this temperature for twenty minutes or boil for ten minutes.

Remarks:

Eggs à la Goldenrod

Make one cup of white sauce of medium consistency. To this add the whites of two hard-cooked eggs cut in small pieces. Pour over toasted bread and sprinkle over top the yolks of the eggs which have been put through a sieve. Garnish with parsley.

Remarks:

MEAT SUBSTITUTES

Boston Baked Beans

1 pt. navy beans	$\frac{1}{2}$ t. salt
1 small onion	$\frac{1}{2}$ t. dry mustard
$\frac{1}{8}$ lb. salt pork	2 T. molasses
(catsup, if desired)	

Soak beans in cold water over night; in the morning, place them in fresh water and simmer gently until skins begin to burst, being careful that they do not cook long enough to break. When they are soft, turn them into a beanpot.

Pour boiling water over salt pork. Cut salt pork in half-inch strips and bury in beans. Mix together salt, mustard, and molasses. Place these in a cup, fill the cup with hot water, stir until well mixed, and pour the liquid over the beans and pork. Add enough water to cover the beans and bake eight hours, adding water to keep them covered until

the last hour, when the pork should be raised to the surface to crisp.

Remarks:

Baked Bean Loaf

2 T. finely chopped peppers	2 eggs slightly beaten
2 T. chopped onion	2 c. crumbs
4 T. fat	1 c. tomatoes
4 c. mashed baked beans	salt and pepper
	$\frac{1}{2}$ t. paprika

Cook pepper and onion in fat. Add other ingredients in the order given. Bake in greased baking dish for thirty minutes in low, moderate oven. Serve with tomato sauce.

Remarks:

Cheese Fondue

1 c. scalded milk	1 T. butter
1 c. stale bread crumbs	1 t. salt
$\frac{1}{4}$ lb. cheese, cut into small pieces	Yolks, 3 eggs
	Whites, 3 eggs

Mix first five ingredients, add beaten egg yolks. Cut and fold in whites of eggs which have been beaten until stiff. Pour into a buttered baking dish and bake twenty minutes in a moderate oven.

Remarks:

Cheese Soufflé

2 T. butter	Few grains cayenne
3 T. flour	$\frac{1}{4}$ c. grated cheese

$\frac{1}{2}$ c. milk

Yolks, 3 eggs

 $\frac{1}{2}$ t. salt

Whites, 3 eggs

Make a white sauce of the butter, flour, milk, and seasonings, and add the cheese. Cool slightly and add beaten egg yolks. Cool mixture, and fold in stiffly beaten egg whites. Pour into a buttered baking dish and bake twenty minutes in a slow oven.

Remarks:

Corn Pudding

2 c. grated corn (fresh or
canned)

3 eggs

2 c. milk

1 t. sugar

1 T. butter

1 t. salt

Mix all ingredients well together, pour the mixture into a greased baking dish, set in a pan of hot water, and bake in a moderate oven until firm, about forty minutes.

Remarks:

Welsh Rarebit

1 T. butter

 $\frac{1}{4}$ t. mustard

1 T. flour

 $\frac{1}{4}$ to 1 lb. cheese cut fine

1 c. milk

6 slices buttered toast

 $\frac{1}{2}$ t. salt

Few grains pepper

Make a white sauce of the first six ingredients, add the cheese, cook, and stir until it is melted. Serve on hot toasted bread or on saltines. Chopped olives may be added.

Remarks:

Cheese and Tomato Rarebit

 $\frac{3}{4}$ c. milk $\frac{1}{4}$ c. butter $\frac{1}{4}$ c. flour

1 t. salt

Few grains cayenne

Make a white sauce, using above ingredients. Cook $\frac{3}{4}$ c. tomato juice, $\frac{1}{4}$ t. soda, heat well, and mix with white sauce. Add 1 c. grated cheese and yolks of two eggs beaten. Serve on toast or crackers.

Remarks:

Chili Con Carne

1 lb. round steak

1 t. salt

1 T. chili powder

2 T. chopped onion

1 can kidney beans

1 qt. canned tomatoes

Grind steak, then brown it in two tablespoonfuls of beef drippings. Cover with boiling water, cook till tender, season with the salt and chili powder, add remaining ingredients, and simmer until the tomato pulp is thoroughly blended and almost disappears. Serve hot with rice.

Remarks:

SALADS AND SALAD DRESSINGS

Salads

Materials for Salads

Vegetable. — Leaf vegetables, such as head lettuce, curly lettuce, endive, chicory, romaine, watercress, celery, and cabbage, make very attractive salads served alone with a dressing or in combination with other materials.

Many cooked vegetables, such as peas, carrots, beans, beets, cauliflower, spinach, asparagus, and potatoes, are used in salad making, alone or in combination.

Tomatoes, cucumbers, celery, cabbage, and ground carrots are excellent uncooked materials for salad, as are also Bermuda or Spanish onions in thin wafer-like slices or young spring onions marinated in French dressing.

Fruits. — The fruits most commonly used in the preparation of salads are oranges, bananas, apples, grapefruit, grapes, peaches, pears, and pineapple. Watermelon or cantaloupe add a delicious flavor to a fruit salad during the melon season.

Dried Fruits. — Dates, figs, and raisins give variety to fruit salads.

Meats. — Chicken always makes a delicious salad. Veal and pork may be combined with chicken in salad and it is difficult to detect their use. They may be used alone in salads also.

Crab, lobster, shrimp, oysters, salmon, and sardines are most commonly used in fish salad. Any firm-fleshed, cooked fish may be diced and combined with other materials.

Cheese. — Cream-cheese salad with jelly or jams as garnish is delicious. It is often combined with lettuce, nuts, or celery in the making of salads.

Cottage cheese sprinkled with paprika, served in mounds on lettuce leaves, makes an attractive salad. It can also be mixed with green peppers or pimento, rolled in nuts, served with pineapple salad, or molded in a loaf and sliced.

Egg Salads. — The most common egg salad is the "deviled egg," or salad egg. Hard-cooked eggs can be cut in fancy shapes and served on a bed of lettuce leaves with a dressing or used with other ingredients in a vegetable or fish salad.

Herbs. — Such herbs as chervil, mint, parsley, peppergrass, sorrel, and tarragon may be added to salad to give a pungent flavor.

Cereals. — Prepared bran, prepared wheat, and rice cereals give a distinctive flavor to such salads as fruit salads; cooked rice or macaroni combined with vegetables makes a palatable salad also.

Important Points in Salad-making

Chilling Ingredients. — All ingredients, fruits, vegetables, and dressing should be well chilled before being folded together. The bowl used should be chilled; also the plates upon which the salad is served.

Wash salad greens and examine to insure the removal of all foreign materials. Then soak in cold water for half an hour before use, to crisp, and dry on a towel or by shaking in a wire basket.

Keeping Materials. — Lettuce, most vegetables, and many fruits may be kept for days by wrapping in a damp cloth and placing on ice or by putting a damp cloth in the bottom of an air-tight can, putting the materials to be kept on this cloth, closing the can and placing it in the ice-box. Care must be taken to change the cloth, however, so that a mold will not develop upon it and spoil the salad materials.

Cutting Materials. — Salad materials should be cut in uniform, well-defined pieces and small enough so that they will not lose their shape in the folding process. If part of the celery to be used is tough, cut in fine pieces and cut the tender parts in larger pieces. In this way the toughness will not be detected.

When both the dark and light meat of chicken are used, dice the dark in small cubes and the light in larger cubes. This gives a more pleasing appearance to the salad. If veal or pork are used to extend the chicken, dice them finer than the chicken and their presence will not be detected.

Marinating Salads. — A marinade is used to give flavor to salad materials and is made by mixing oil, salt, and lemon-juice or vinegar (sometimes onion-juice). The vegetables, fish, or meat may stand an hour or so in the marinade before using. When several vegetables are to be used, each one should be marinated separately. For serving, these vegetables may be combined or placed on lettuce leaves in small individual mounds, as preferred.

Addition of Salad Dressing. — The dressing should never be folded into the salad until time for serving, except in the

case of a salad like potato salad, when it is preferable for the dressing to soak in.

Arrangement of Salad. — The lettuce leaf should have the stem end cut off so that this ragged part does not hang over the edge of the plate. Care should be taken that the garnish is carefully placed.

Place the salad on the lettuce leaf carefully so that it will not fall apart and spread ungracefully over the plate.

Garnishes for Salads

Chives, mint, chervil, parsley, and similar small greens may be finely minced and sprinkled over a green salad.

Strips of pimento and green pepper, or a dash of paprika, give life to a colorless salad.

The outside leaves of a head of lettuce may often be used for the lettuce garnish for a salad, reserving the heart for head-lettuce salad.

Salad Accessories

When the salad is served as a separate course, crackers or sandwiches are served with it. Crackers spread with butter or some well-flavored cheese and crisped in the oven are very attractive. If buttered crackers are used, serve cream cheese with them. Small finger sandwiches, bread folds, or circular cucumber sandwiches are also often used.

Salad Dressings

Cooked Salad Dressing No. 1

2 T. butter	1 t. salt
3 T. flour	$\frac{1}{2}$ t. mustard
2 T. sugar	1 c. milk
Pepper	$\frac{1}{2}$ c. vinegar
2 eggs	

Make a sauce of the butter, flour, and milk. Beat the eggs, add the seasonings. Add the first mixture gradually to the egg mixture and cook over hot water, stirring constantly. Add the vinegar and strain. Cool before serving. Whipped cream may be added before serving if desired.

More butter and less mustard may be used if desired.

Remarks:

Cooked Salad Dressing No. 2

$\frac{1}{2}$ c. vinegar	1 T. sugar
1 t. butter	$\frac{1}{2}$ t. mustard
3 egg yolks	$\frac{1}{8}$ t. salt
Few grains cayenne	Whipped cream

Heat vinegar to boiling point, melt butter in it. Beat egg yolks and add sugar, mustard, salt, and cayenne. Gradually pour hot vinegar on yolk mixture and cook in double boiler until thick, stirring constantly. Add whipped cream just before serving.

Remarks:

French Dressing

$\frac{1}{4}$ t. paprika	6 T. oil
1 t. salt	2 T. vinegar or lemon juice

Stir ingredients until well blended. More vinegar or lemon juice may be used if desired. Chopped parsley or mint may be added. If allowed to stand before using, it will be necessary to beat well again.

For fruit salads, the addition of one tablespoon of sugar and one teaspoon of lemon juice to the French dressing recipe above makes a pleasing flavor.

Remarks:

Mayonnaise Dressing

$\frac{1}{4}$ t. mustard	2 egg yolks
1 t. salt	$1\frac{1}{2}$ c. oil, chilled
Cayenne	4 T. vinegar or lemon juice

Mix the dry ingredients with the egg yolks until well blended. Then add the oil, drop by drop, beating it constantly. When it begins to thicken, add a little of the vinegar; then the remainder of the oil (in small quantities) and the vinegar, alternately. Whipped cream may be added just before serving if desired.

Remarks:

Thousand Island Dressing

$\frac{1}{2}$ c. mayonnaise dressing	$\frac{1}{4}$ c. India relish or chopped
$\frac{1}{4}$ c. chili sauce drained from its liquor	pickles or olives
1 T. celery cut in small pieces	1 T. pimento cut in small pieces

Mix ingredients and chill.

If desired, just before serving, one-fourth cup cream beaten stiff may be added.

Remarks:

SAUCES AND FILLINGS

Vegetable and Meat Sauces

White Sauces

	Milk	Fat	Flour	Salt	Pepper	Uses
I	1 c	1 T	1 T	$\frac{1}{4}$ t	few grains	
II	1 c	2 T	2 T	$\frac{1}{4}$ t		
III	1 c	$2\frac{1}{2}$ T	$5\frac{1}{3}$ T	$\frac{1}{4}$ t		

Melt the fat, add the flour and salt, and mix thoroughly, slowly add the milk, and complete the cooking.

Remarks:

Fish Sauces

Hollandaise Sauce

$\frac{1}{2}$ c. butter	2 egg yolks
$\frac{1}{2}$ T. vinegar or 1 T. lemon juice	$\frac{1}{4}$ t. salt
	few grains cayenne

Cream butter and separate into three parts. Put one part in double boiler with the lemon or vinegar and egg yolks; stir constantly with wire whisk. Add second piece butter and as sauce thickens add the third. Remove from fire and add salt and cayenne. If left over fire a few seconds too long, it will separate.

Remarks:

Tartar Sauce

$\frac{1}{2}$ c. mayonnaise dressing	1 T. chopped pickle
1 t. parsley washed and chopped	1 T. chopped olives

Add parsley, pickle, and olives to the mayonnaise.

Remarks:

Egg Sauce

To white sauce add hard cooked eggs.

Tomato Sauce

Make white sauce, using strained tomato in place of milk in the recipe.

Pudding Sauces

Hot Chocolate Sauce

$1\frac{1}{2}$ c. sugar	4 squares unsweetened chocolate
$\frac{1}{2}$ c. water	$\frac{1}{2}$ t. vanilla
$\frac{1}{4}$ c. milk or water	

Let sugar and water boil in a saucepan for five minutes. Cool partly and gradually stir in the chocolate which has been melted over hot water. Add the vanilla. Place in a double boiler or in a pan over hot water until ready to serve. At the last moment add the milk. (If to be used with ice cream, use water instead of milk.)

Remarks:

Lemon Sauce

$\frac{3}{4}$ c. sugar

2 t. butter

$\frac{1}{4}$ c. water

1 T. lemon juice

Make a syrup by boiling sugar and water five minutes; remove from fire; add butter and lemon juice.

Vanilla Sauce

Make same as lemon sauce, using one teaspoon vanilla in place of lemon juice.

Remarks:

Hard Sauce

$\frac{1}{3}$ c. butter

1 c. confectioners' sugar or

$\frac{1}{3}$ t. lemon extract or

$\frac{3}{4}$ c. granulated sugar

$\frac{2}{3}$ t. vanilla extract

Cream butter, and add sugar gradually, while beating constantly; then add flavoring.

Remarks:

Fillings

Cream Filling

$\frac{3}{4}$ c. sugar	2 eggs
$\frac{1}{3}$ c. flour	2 c. scalded milk
$\frac{1}{8}$ t. salt	1 t. vanilla or $\frac{1}{2}$ t. lemon extract

Mix dry ingredients, add eggs slightly beaten, and pour on, gradually, scalded milk. Cook fifteen minutes in a double boiler, stirring constantly until mixture thickens, and afterward occasionally. Cool and flavor.

Remarks:

Chocolate Cream Filling

Put one and one-fourth squares unsweetened chocolate in a saucepan and melt over hot water. Add to cream filling, using in making, one cup sugar in place of three-fourths cup.

Lemon Filling

$\frac{1}{2}$ c. flour	Juice and rind of 1 lemon
1 c. sugar	1 T. butter
2 c. boiling water	2 egg yolks
$\frac{1}{4}$ t. salt	

Mix the sugar and flour together, add the boiling water, and cook in the double boiler for 15 minutes. Add the other ingredients and cook until eggs thicken. Cool and place in a baked crust. Cover with a meringue. Bake until the meringue is light brown in oven, 300° F.

Remarks:

Meringue

A meringue is a very light, delicate preparation made by beating the white of egg until stiff and fine grained.

For pie and pudding meringues, from one to three tablespoons of sugar to each egg white are used. For kisses and meringue shells, from four to five tablespoons of sugar are used to each egg white.

Meringues are baked in a slow oven, from 250° F. to 350° F. If the oven is too hot, the meringue will be tough and may be shrunk instead of being light. If the oven is too slow, the meringue will not bake and will become watery.

Pie and pudding meringues are baked from eight to fifteen minutes, depending on the thickness of the mixture upon the surface covered. They should rise and be delicately browned.

VEGETABLES

Bland-flavored Vegetables

(Peas, string beans, lima beans, carrots, etc.)

Carefully clean and prepare for cooking. Cover with slightly salted boiling water.

Leave utensil uncovered and allow product to cook until tender. Serve the vegetable, adding dressing of butter, cream, or white sauce.

Water in which vegetables were cooked may be substituted for part of milk in white sauce, or may be used in making soup.

Note: It is preferable to cook potatoes in the skin, in order to retain all their nutrients. If this is not desired, they should be pared immediately before cooking and covered with boiling, salted water.

Greens

(Spinach, kale, chard, beet tops, dandelions, asparagus)

Look over and wash vegetables. Put vegetable in a steamer or a colander over steam. If they can be carefully watched, these vegetables (except asparagus) may be placed in pan and allowed to cook without the addition of water.

Serve greens with butter, vinegar, or lemon juice. Garnish with cooked bacon or hard-cooked eggs.

Note: Dandelion greens have a bitter flavor. If this flavor is objectionable, it may be lessened by blanching the dande-

lions before they are cooked. Put greens in a wire basket or a cheesecloth bag, place in boiling water, and allow to boil one to three minutes.

A large amount of water helps to take away the excessively strong flavor, which is objectionable to some people, and helps to retain color.

Strong-flavored Vegetables

(Cauliflower, cabbage, turnips, onions, etc.)

Clean and prepare for cooking. Cook in a large amount of slightly salted water in an uncovered utensil.

Cook until tender; cabbage does not require more than twenty to thirty minutes. Sliced turnips require fifteen to twenty-five minutes.

Drain vegetable and serve with a dressing of butter, cream, or white sauce.

Boiled Artichokes

Cut off stem close to leaves, remove outside, bottom leaves, trim artichoke, cut off one inch from top of each leaf, and with a sharp knife remove choke from the base of the artichoke; tie artichoke with a string to keep its shape. Soak one-half hour in cold water. Drain, and cook thirty to forty-five minutes in boiling, salted, acidulated water. Remove from water, place upside down to drain, remove string, and serve with salad dressing or melted butter.

Leaves are drawn out separately with fingers, dipped in sauce, and fleshy ends only eaten.

Remarks:

Brussels Sprouts

Pick off the dead leaves from the sprouts, soak the sprouts in cold, salted water for one-half hour; wash them and put them on the fire in plenty of boiling water. Boil in an uncovered saucepan until tender. Just before they are done, salt the water. Drain in a colander. Reheat with melted

butter, season with salt and pepper. They may be served with white sauce.

Remarks:

Cauliflower

Remove the green and imperfect leaves from the cauliflower and place it top downward in a dish of cold, salted water to drain out dust and other impurities. Cook it, whole or broken into flowerets, in boiling water. Just before cooking is completed, salt the water. Lift out the cauliflower very carefully and allow it to drain in a warm place. Pour a medium white sauce over it, or serve the sauce at the table in a sauce-boat, or serve with melted butter and paprika.

Sometimes hot-boiled cauliflower is sprinkled with grated cheese and then with cracker crumbs mixed with a little butter and baked to a light brown.

Remarks:

Fried Eggplant

1 eggplant

Bread or cracker crumbs

Salt

Egg

Cut the eggplant into one-half inch slices, peel, and sprinkle each slice with salt. Lay slices together and place a plate upon the top of them. Let stand two hours. The salt will draw out the disagreeable bitter flavor. Half an hour before serving, wipe each slice dry, dip in beaten egg, then in cracker crumbs, and sauté in hot fat. Lay a piece of soft brown wrapping paper on a pan and upon it place the slices as they come crisp and brown from the frying pan, keeping the whole hot.

Remarks:

Potato Puff or Soufflé

2 c. hot mashed potatoes	2 T. butter
2 eggs	1 c. milk

To the mashed potatoes, add the fat, the egg yolks, which have been beaten until very light, and the milk. Stir until well blended and then fold in the stiffly beaten egg whites. Mix lightly and pile the mass into a well-greased baking dish. Bake in a moderate oven about ten minutes. Serve at once.

Remarks:

Potatoes in the Half Shell

Wash large smooth potatoes of uniform size, clean, and let them drain. Put them in a baking pan in a hot oven and bake until soft. Cut each in half lengthwise. Scrape out the inside, leaving the skins whole. Beat the pulp to a cream with melted butter and cream, season with pepper and salt and fill the shells, rounding the potatoes on top. Put a speck of butter on each half and brown slightly in oven. Sprinkle grated cheese on top.

Remarks:

Potato Croquettes

2 c. riced or mashed potatoes	Few grains cayenne
2 T. butter	Few drops onion juice
$\frac{1}{2}$ t. salt	Yolk, 1 egg
$\frac{1}{8}$ t. pepper	1 t. finely chopped parsley
$\frac{1}{4}$ t. celery salt	

Mix ingredients in order given, and beat thoroughly. Shape, dip in crumbs, egg, and crumbs again, fry in deep fat until light brown, and drain on brown paper.

Remarks:

Potato Cakes

Shape mashed potato into small cakes, and roll in flour. Sauté in fat until brown.

Remarks:

Creamed Potatoes

Reheat one and one-fourth cups cold boiled potatoes, cut into cubes, in two cups medium white sauce.

Remarks:

Potatoes au Gratin

Put creamed potatoes in buttered baking dish, cover with buttered crumbs, and bake until crumbs are brown.

Remarks:

French Fried Potatoes

Wash and pare potatoes and cut into eighths lengthwise. Dry between towels and fry in deep fat. Drain on soft paper, sprinkle with salt, and serve in an uncovered dish. The fat must not be too hot, as the potatoes must be cooked as well as browned. (See temperatures for frying in fat.)

Remarks:

Mashed Potatoes

6 medium-sized potatoes

2 T. butter

Salt

Milk or cream

Pare the potatoes and boil. If they are very mealy when done, drain the water from them and dry over a low fire; otherwise set them on the stove with cover off the kettle, and dry for a minute or two. Mash the potatoes in the kettle in which they were boiled, add butter, milk, and salt, beat until light and creamy, and pile lightly in a warmed serving dish.

Remarks:

Potato Chips

Wash and pare potatoes and cut into very thin slices. Soak them for one hour in cold water, then drain and dry on a towel. Fry a few slices at a time in deep fat until light brown, keeping them in motion with a skimmer. Lay them on soft paper to drain. Sprinkle lightly with salt and serve.

Remarks:

Delmonico Potatoes

To Potatoes au Gratin add one-third cup grated, mild cheese, arranging potatoes and cheese in alternate layers before covering with crumbs.

Remarks:

Hashed Brown Potatoes

To two cups of cold boiled potatoes which have been seasoned and finely chopped, add one-third cup of melted fat and thoroughly mix; cook three minutes, stirring constantly; let stand to brown underneath. Fold as an omelet and turn on hot platter.

Remarks:

Sautéed Potatoes

Cut cold boiled potatoes in one-fourth inch slices, sprinkle with salt and pepper, put in a hot, well-greased frying pan, brown on one side, turn and brown on other side.

Remarks:

Glazed Sweet Potatoes

Wash and pare potatoes. Cook in boiling, salted water until soft. Drain, cut into halves lengthwise, and put in a buttered pan. Make a syrup by boiling one-half cup sugar and four tablespoons water three minutes; then adding one tablespoon butter. Brush potatoes with syrup and bake until brown, basting twice with remaining syrup.

Remarks:

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